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A Case Study of Secondary School General Education Language Arts  
Teachers' Attitudes Concerning Teaching Mainstreamed English  
to Speakers of Other Languages (ESOL) Students

Aurora Francois

Lynn University of Boca Raton, Florida

2003

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## ABSTRACT

The purpose of this case study was to explore, through naturalistic inquiry, the events that contributed to general education language arts teachers' attitudes regarding teaching mainstreamed ESOL students. Four sources of data were utilized to analyze five indicators which were: a) previous educational experience, b) specific ESOL training, c) personal contact with diverse culture, d) prior contact with ESOL students and e) demographic characteristics. This study employed a purposeful sample and included eight high school general education language arts teachers. The study's methodology included a demographic questionnaire, a self-assessment checklist, multiple observations and in-depth interviews. Participants in this study displayed and expressed favorable attitude regarding teaching mainstreamed ESOL students. The dominant themes revolved around previous educational experience, personal background, and prior contact with ESOL students and significant cultural exposure. Personal experience including the notion of being discriminated against influenced the way that the teachers perceived and treated the ethnically and linguistically diverse students. The dominant themes influenced the teachers' degree of empathy and

receptiveness to other cultures. Conversely, specific ESOL training contributed the least to their attitudes due to lack of specific ESOL training provisions.

The results of this investigation have recommendations for professional development, teacher education programs and staff development trainers to enhance and strengthen their content and delivery. The conclusions of this research accentuate a call of action for the advancement of our pluralistic society as a whole, especially, with the increasing of mainstreamed ESOL students in the general education language arts classrooms. The first area involves the re-vamping of cultural immersion programs opportunities for both pre-service and in-service educators. The second strand demands an increase of comprehensive and specific ESOL training for the veteran teachers. The teachers in this study were self-empowered and self-reliant. They refined whatever cultural exposure or training they obtained to strengthen their personal and professional attitudes. Nonetheless, guided and specific ESOL training provisions and well-designed cultural immersion programs would enrich teachers' personal and professional experience and would, therefore, positively influence general education language arts teachers' attitudes with respect to teaching mainstreamed ESOL students.

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## CHAPTER 1

### THE PROBLEM

#### Introduction

“If we are to achieve a richer culture, rich in contrasting values, we must recognize the whole gamut of human potentialities, and so weave a less arbitrary social fabric, one in which each diverse human gift will find a fitting place.”

- Margaret Mead

The National Clearinghouse for Bilingual Education (2000) estimated a total of 4.5 million English speakers of other languages (ESOL) students were enrolled in both private and public school sectors. Significant demographic changes within the Florida's schools coupled with Public Law 94-142 left general education teachers with no other alternative than to integrate former ESOL students into their classrooms (Pernell, McIntyre, & Bader, 1985). Teachers, nowadays, play numerous roles in the classroom (Lewis, 1995; Smylie, 1996; Spencer, 1996). Teaching mainstreamed ESOL students while teaching in a general education classroom posits some tremendous challenges (Faltis & Hudelson, 1994; Penfield, 1987). The META (Multicultural Education and Training Advocacy) Consent Decree of 1990 (as articulated in Florida Statute 233.058 and in 6A-6.0900 to 6A-6.909 F.A.C.) mandates that general education teachers who teach mainstreamed ESOL students obtain some

additional training and even specific certification. It is contingent on the prescribed category into which the general education teachers are classified. Some general education teachers may have to fulfill more requirements than others do.

General education language arts teachers' attitudes concerning teaching mainstreamed ESOL students can enhance or prevent the learning process of mainstreamed ESOL students (Byrnes & Kiger, 1994; Rios, 1993). Teachers' attitude can influence linguistically and ethnically diverse students' achievement negatively or positively, evidenced by the way that teachers opt to interact with their students (Cummins, 1986; Nieto, 1994; Shade, 1995). Because general education teachers' attitudes can greatly impact the academic achievement of mainstreamed ESOL students (Cohen, 1972), identifying and describing the relevant events that may contribute to the general education language arts teachers' attitudes toward teaching non-native English speakers will assist general education teachers, staff development trainers, and administrators to have an in-depth understanding of the events that foster favorable attitudes among mainstream educators as they teach former ESOL students.

### Background of the Problem

The U. S. Department of Education's Goal 1 suggests that all students including mainstreamed ESOL students should be taught in the most effective way so they can become contributing citizens. Banks and Banks (1995) maintain that effective teaching is essential when teaching diverse students so they can maximize their full potential. Unfortunately, mainstreamed ESOL students are poorly performing. This

major disparity of academic performance is evident in the published State of Florida Synopsis for the past fiscal year 2000 and 2001. A good illustration is found throughout the Florida Comprehensive Assessment Test (FCAT) results. It was reported that out of the 9,897 10<sup>th</sup>-grade ESOL students who have been mainstreamed into the general education classrooms for over two years, only 1,629 or 16.5% passed the FCAT 10<sup>th</sup>-grade reading component.

The U.S Department of Education (2002), in a Back to School Report entitled "Growing Pains," revealed that "By the year 2020, about 55 million children will be enrolled in our nation's schools and this number will rise to 60 million by the year 2030" (p. 2). The Immigration and Naturalization Service (INS) (2002) reported that there has been an escalation of spouses and children of permanent residents in this country. Consequently, just this category alone has increased "from 115,000 in fiscal year 1994 to 144,535 in fiscal year 1995. As of January 1995, there were over 1.6 million persons waiting for family second preference visas" (p.2). Ironically, this number reflects a very specific classification of visas. While this projected estimation was last modified on August 28, 2002, the figures for illegal immigrants remain mysterious.

Clair's (1995) findings are consistent with the lack of academic achievement that mainstreamed ESOL students in the state of Florida are experiencing. Clair (1995) found that:

1. general education teachers preferred some quick solutions toward teaching and accommodating mainstreamed ESOL students that were assigned to their classrooms;
2. some general education teachers were learning how to teach former ESOL students on the job;
3. some general education teachers felt unprepared to effectively teach mainstreamed ESOL students, and
4. some teachers did not cultivate the appropriate attitude to assist former ESOL students in becoming successful.

Markham, Green, and Ross (1996) suggested that general education teachers who teach former ESOL students face some unique challenges. They serve as mediators between the students' cultures and the U.S. culture. General education teachers felt overwhelmed since they were expected to prepare mainstreamed ESOL students to succeed as effectively as the native-born students while many ESOL students were placed in high school with only two to three years of formal schooling (Markham, Green, & Ross, 1996; Nieto, 1992).

Olusegun (2001) suggested that teachers' attitudes are pivotal to the high or low achievement of linguistically and ethnically diverse students. McLaren (1995) cited in Gabbard (2000, p. 345) summarized Olusegun's (2001) standpoint by maintaining that authentic teaching is about negotiating and transforming the relationships among classroom teaching and the influences of teachers' attitudes. Research indicates that general education teachers' attitudes concerning teaching

mainstreamed ESOL students may impact the learning process of these respective students. Therefore, the researcher was interested in identifying and describing the events that may contribute to the secondary general education language arts teacher's attitudes toward teaching mainstreamed ESOL students.

### Statement of the Problem

According to Cushner, McClelland, & Safford (1996), culturally and linguistically diverse students will increase to 40% by the year 2020. Consequently, the Florida Comprehensive Assessment FCAT reading results of 2000 and 2001 substantiate the fact that mainstreamed ESOL students are not performing as well as native English speakers. Banks and Banks (1989) suggest, "Multicultural education is also a reform movement designed to bring about a transformation of the school so that students from both genders and from diverse cultural and ethnic groups will have an equal chance to experience school success" (p. 23). These facts and statements provide an intellectual terrain to deduce that one of the possible reasons of mainstreamed ESOL students' low academic achievement could be attributed to general education teachers' attitudes. The literature outlines various research efforts in terms of reengineering the curriculum and revamping pre-service educational programs. The same literature suggests a need for further exploration events that influence general education teachers' attitudes concerning teaching ethnically and linguistically diverse students (Banks & Banks, 1989; Byrnes & Kiger, 1994; Clair, 1995; Markham, Green, & Ross, 1996; Olusegun, 2001; Penfield, 1987; Youngs & Youngs, 1999, 2001).

The problem which is being addressed here is the fact that there has been minimal research done from the teachers' standpoints that explored the different issues that may contribute to general education language arts teachers' attitudes in regard to instructing mainstreamed ESOL students. The increasingly diverse classrooms make it worthy and suited to closely examine the experiences that may influence general education teachers' attitudes as they teach ethnically and linguistically diverse students. Shultz, Neyhart, & Mae Reck (1996) summarize the problem by maintaining, "Failure to acknowledge these attitudes and beliefs perpetuates many of the problems that plague teacher preparation for diversity. Reliance on a theoretical prescriptive approach alone ignores the driving force behind effective teaching, namely, teachers' beliefs and attitudes" (p.2).

Exploring the events that may contribute to general education language arts teachers' attitudes toward teaching former ESOL students was of great value since teachers' actions, beliefs, thoughts, perceptions and, most particularly, attitudes have the potential to transpire students' academic successes or failures (Kagan, 1992; Nel, 1992). In lieu of focusing on the effects of general education language arts teachers' attitudes in relation to teaching former ESOL students, the study closely analyzed the contributing experiences of general education language arts teachers' attitudes in regard to teaching mainstreamed ESOL students. By emphasizing the teachers' voices, it was possible to gain an in-depth understanding of how general education language arts teachers emotionally feel about teaching mainstreamed ESOL students.

### *Teacher Attitude and Influencing Events*

Paccione (2000) investigated the contributing factors concerning the developmental process among teachers who are committed to teaching diverse students. Eleven themes emerged from that study and five of them were ranked higher than the others. Forty-four percent of the committed teachers agreed that their commitment stemmed from their job situation, while 37% of the respondents asserted that their dedication has been influenced by their personal power, self-will or self-efficacy. Thirty-six percent of the participants concluded that parental influences were their main sources of motivation. Twenty-seven percent of the teachers believed that prolonged cultural experiences have impacted their level of devotion to teach diverse students. Finally, 23% of the respondents confirmed that their motivation revolved around the educational courses, training, and reading of books.

Southerland and Guess-Newsome (1999) corroborated Paccione's (2000) findings. The researchers analyzed how pre-service teachers' perspectives are being influenced by what they knew, learned, and will teach. The researchers concluded that teacher candidates would contribute a wealth of knowledge, both historically and culturally, to the arena of teaching. Taking a closer look at Southerland and Guess-Newsome's (1999) conclusion, one may infer that a teacher's teaching power lies in reflecting on the following three components: The knowledge they bring with them into the teaching field, the knowledge that they acquire as they are on the job, and the mental disposition that the teachers cultivate as they are imparting knowledge to their students. Johnson (1997) inquired about some teachers' beliefs and attitudes toward

at-risk students in some inner city schools. Johnson (1997) reviewed the literature and designed a questionnaire of 52 risk factors ranging from lack of parental supervision to being categorized as an ESOL student. It was reported that the teachers asserted that student behaviors and perceptions were major “risk factors.” The participating teachers, with their preconceived notions or negative attitudes, suggested that students who face all those risk factors would not be successful in school.

McKay (1997) designed a case study to better understand the phenomenon that existed among three teachers that were nominated as “Teachers of the Year” (TOYs). The researcher found four underlying attributes that those three top “TOYs” shared in common: (a) They explained that they received a special calling to teach, (b) they are self-reliant, (c) they possess in depth knowledge of the subject matter and (d) they treat all of their students fairly and equitably. Nelson (1998) assessed the relationship between urban and suburban pre-service teachers’ cultural knowledge and internship. Both types of teachers who have had significant prior exposures and interactions in terms of cultural diversity were found to have responded more positively. General education teachers’ attitudes toward teaching former ESOL students can be influenced from their educational experiences, prior and current interaction with ESOL students, and the attitude that the teacher cultivate within themselves (Johnson, 1997; Nelson, 1998; Paccione, 2000; Southerland & Guess-Newsome, 1999).



### Purpose of the Study

Because there are minimal studies done with regard to the issues that may influence general education teachers' attitudes toward teaching non-native English speakers (Youngs & Youngs, 2001), the purpose of this study was to explore the factors that may contribute to the secondary general education language arts teachers' attitudes concerning educating mainstreamed ESOL students.

### Research Question

The following question was investigated.

1. What events contribute to general education language arts teachers' attitudes regarding teaching mainstreamed ESOL students?
  - a. Does general education language arts teachers' educational experience influence their attitudes concerning teaching mainstreamed ESOL students?
  - b. What role does specific ESOL training play on general education language arts teachers' attitudes with regard to teaching mainstreamed ESOL students?
  - c. How does personal contact with diverse cultures affect general education language arts teachers' attitudes as they teach mainstreamed ESOL students?

- d. What type of impact does prior contact with ESOL students have on general education language arts teachers' attitudes about teaching mainstreamed ESOL students?
- e. How do demographic characteristics affect general education language arts teachers' attitudes toward teaching mainstreamed ESOL students?

### Theoretical Framework

#### *Attitude Theory*

Research on attitudes is rooted from Germany since the 1800s. Social scientists' main focus was on people's preparation to react to a class of social stimulus (Corsini & Auerback, 1996). Kerlinger (1973) defines attitude "as an organized predisposition to think, feel, perceive, and behave toward a referent or cognitive object. It is an enduring structure of beliefs that predisposes the individual to behave selectively toward attitude referents" (p. 496). Attitude is an essential concept (Ajzen, 2001) and can contribute to an understanding of general education language arts teachers' attitudes concerning teaching mainstreamed ESOL students. The textbooks list at least 30 constructs of attitude theories. Theory of reasoned action and planned behavior was considered the main theoretical framework in this research study.

Ajzen (2001) maintains that reasoned action theory has to do with people's repetitive behaviors that translate into either positive or negative habits which, then, influence people's driven behaviors or attitudes. Theory of planned behavior concerns with predicting people behaviors based on an attitudinal premise (Ajzen, 1991). Ajzen

and Fishbein (1980) contend that people form an attitude based on the information that they receive regarding an object or an individual and mentally formulate a judgment or a certain predisposition. Theory of planned behavior complements the theory of reasoned action by incorporating a conditioning element. People have to have some information or experiences as a point of reference in order to construct or formulate a behavior (Bentler & Speckard, 1979; Ouellette & Wood, 1998). The Concise Encyclopedia of Psychology (1996, p. 74) defines attitude as “an evaluative disposition and it entails (a) past experiences, (b) informational influences, (c) reinforcement and (d) motivational pressure.” Within that same encyclopedia, Corsini and Auerback (1996) refer to a set of three principles that behaviorally oriented psychologists tend to adapt as they attempt to understand the nature of the relationship between people’s attitudes.

*Principle 1: Affective Responses.*

Affective responses refer to how people evaluate and feel toward an object. This principle explicates the mental consciousness in people that guide them to feel or not to feel a certain way about someone or an object. One may deduce that individuals’ feelings are powerful forces that influence their behaviors. As an illustration, if the principal of a school decides to assign some mainstreamed ESOL students to a language arts general education class, that language arts general education teacher may choose how he or she wants to feel about having to teach those mainstreamed ESOL students. Ajzen and Fishbein (1980) argue that people can

receive some information regarding an object or an individual and mentally formulate a judgment or attach a feeling. According to Ajzen and Fishbein's (1980) argument, once the mainstreamed ESOL students are presented in a general education classroom, that respective general education classroom teacher may choose to hold a positive or negative disposition concerning teaching those mainstreamed ESOL students.

*Principle 2: Cognitive Responses.*

This second principle reflects the way people think. Cognitive responses serve as bridges between the affective responses and the conative responses. According to Petty, John, and Cacippo (1982), the cognitive responses principle has the potential to impact people's attitude and consequently may affect people's driven behavior as well. For instance, when a general education language arts teacher acknowledges the fact that he or she has been charged to teach mainstreamed ESOL students with native English speakers in the same classroom environment, that teacher will, automatically, formulate a certain type of feeling in which the cognitive responses principle will come into play and lead that general education language arts teacher into thinking and deciding whether he or she wants to have a more or less favorable attitude concerning teaching the non-native English speakers.

### *Principle 3: Conative Responses.*

This third principle concerns with people's driven behavior with respect to the object or the individual (Corsini & Auerback, 1996). In retrospect to the Ajzen's (2001) theory of reasoned action, the conative responses tenet usually results in a more or less favorable way. For instance, once the general education language arts teachers are charged to teach former ESOL students in their respective classroom, the teachers can choose to have a more or less favorable attitude toward this event. The teachers' driven behaviors or attitudes are heavily dependent on the way that they a) filtered their received information and b) cognitively manipulate their feelings. Ajzen and Fishbein (1980) maintain that attitudes are pliant. They can be manipulated and enhanced by positive or negative reinforcements.

## *Multicultural Education Theoretical Framework*

### *Culturally Responsive Teaching*

The literature provides various theoretical models to assist general education teachers in their developed and projected attitudes concerning teaching the culturally and linguistically diverse students. Grant and Sleeter's (1989) typology of multicultural education is:

1. Teaching the culturally different aims at focusing on helping students from a minority culture to successfully assimilate into the mainstream culture while the students proudly maintain their cultural heritages.

2. Human Relations refers to unifying students of various walks of life and different life experiences. Furthermore, this approach emphasizes each individual student's cultural contribution. Students and teachers learn to better interact and communicate with each other in a more respectful way. On the other hand, teachers have great awareness of their culture and empower students to reach out to one another. Additionally, critical analysis of human dignity is highly honored while the classroom becomes a small community. Finally, all views are validated.
3. Single-Group Studies allow the minority students and the unheard voices to be heard. Grant and Sleeter's (1989) model reaffirms and echoes the minority's voices. The Single-group Studies context motivates and boosts learners' self- image and self-esteem in the most remarkable way. It eradicates race superiority propaganda, diminishes groups' oppression, and opposes institutionalized racism and bigotry.
4. Inclusive Multicultural Education ensures that textbooks, objectives, views, and approaches of numerous groups are all embraced and incorporated in the curriculum. Consequently, content and instruction reflect the experiences and backgrounds of all students.
5. Education that is multicultural and reconstructionist enables students to shape their own destiny. They learn to meticulously evaluate their current social and educational state and decide to take an active role in ameliorating their actual and future life's circumstances for them and

others. Furthermore, students learn to work in teams to resolve life issues and class inequalities. Most essentially, this benchmark affords students the opportunity to become and act as social change agents.

Hernandez (1989) presents some compelling assumptions which support Grant and Sleeter's (1989) multicultural education models. Hernandez's eight summarized premises are as follows:

1. Multicultural education has the potential to prepare the "entire being" of a student to succeed in life. It entails the political, educational, economical, personal, and social processes of learning.
2. Multicultural education is a very democratic one. It does not marginalize instruction or modalities. This premise infers that all students can learn and optimize their academic achievement.
3. Multicultural education is equivalent to authentic teaching. Teachers are being empowered with all the necessary tools such as knowledge, skills, strategies, and multicultural competencies to impart knowledge so students can be motivated to learn.
4. The classroom becomes an in-depth and comfortable cross-cultural zone. Teachers and students enjoy learning from each other's cultures, norms, and backgrounds.
5. Hernandez's philosophical standpoint not only acknowledges the mere fact that there are still some educational disparities among some groups

of students, but also challenges all teachers to reflect on their attitudes and foster a learning atmosphere for all students.

6. Multicultural education is interpreted as a creative and innovative endeavor. Again, teachers are encouraged to rethink their current practices while all teachers should aim to uplift all students and accommodate their learning process.
7. Teachers hold the locus of control of the students' learning process with the aid of parental nurturing and assistance.
8. The last premise deals with the positive role that teachers' and students' interaction play within the educational domain whether the students are challenged emotionally, mentally, socially or linguistically.

Nieto (1999) who is another influential scholar in this field postulates, "Multicultural education, and all good teaching, is about transformation." She proceeds in saying that "deep transformation must be taking place on a number of levels—individuals, collective, and institutional" (p. xviii). On page three of her book entitled "The Light in their Eyes," she explicates her five principles of true pedagogy or multicultural education. They are as follows:

1. *Learning is actively constructed.* In other words, the ultimate decisions lie in the teachers' hands to constantly stimulate learning. Students are to be encouraged to always think critically. According to Bloom's (1956) taxonomy, students are capable of categorizing their levels of



learning and understanding up to six levels. They are knowledge, comprehension, application, analysis, synthesis, and evaluation.

2. *All children have had some experiences that can help them learn.* Nieto (1999) refutes Locke's blank slate theory. Consequently, she maintains that students have built a learning repertoire throughout their lives whether it was informally or formally. She talks about the role that teachers' attitudes and prejudices may play with regard to students' prior knowledge.
3. *Learning is influenced by cultural differences.* A prime example is the standardized tests that American schools administer on a regular basis. The newcomer students may be at great disadvantages due to the fact that they were not primarily exposed to these types of assessments in their respective homelands. Conversely, Nieto canonizes Howard Gardner's "multiple intelligence theory" for addressing the effects of cultural learning styles.
4. *Learning is influenced by the context in which it occurs.* In other words, every piece of knowledge that a student acquires is shaped and molded by his or her surroundings. Additionally, the student's economical status and social class all affect the quality of his or her learning process.
5. *Learning is socially mediated and develops within a culture and community.* In other words, learning seems to be contingent upon

several factors. It is political and situational. It depends on the neighborhood school that the students attended. It depends on who is teaching the subject, the teacher's attitudes, beliefs, personal background, and teaching disposition. Additionally, the curricula and the respective writers play some essential roles in terms of the incorporated contents. One may suppose that culture and community do grandly influence the learning process of all students.

Wlodkowski and Ginsberg (1995) address the intrinsic motivational elements that relate to teaching the ethnically and linguistically different students. The four steps encourage teachers to:

1. create an inclusive culture in which teachers and students are connected.
2. formulate a favorable attitude when it comes to reach out and teach non-native English speakers.
3. improve the significance of learning by making it meaningful and relevant to linguistically and ethnically diverse students' daily lives.
4. promote effectiveness and excellency in the daily classroom activities.

Gay (1995), Ladson-Billings (1990), and Gordon (1999) corroborate all the previously mentioned scholars' frameworks by cementing Gay and Hanley's (1999) notion on the teaching of diverse students. These two theorists infer that:

Multicultural empowerment is having knowledge, skills, ethics, courage, and convictions needed to value and promote cultural and ethnic diversity. It involves ethnically diverse students exercising genuine control over their own learning processes; incorporating personal experiences into their formal

learning; critiquing current society for social injustices; and imagining and constructing a more just society. To do these things, students must learn about their own and others' ethnic identities, cultural heritages, and background experiences. Learning opportunities also need to be provided that entice students to pursue these inquiries in depth, and with maximum degrees of support and self-expression. (Gay and Hanley 1999, p. 365)

In conclusion, Boyer and Baptiste (1996, p. 3) summarize all the primarily outlined theorists' models by succinctly enumerating some comprehensive and holistic goals for teaching diverse students. These goals are to:

1. appreciate and respect cultural diversity.
2. promote understanding of all students' cultural and ethnic heritages.
3. promote the development of culturally responsible and responsive curriculum in all areas.
4. facilitate the acquisition of the values, attitudes, skills, and knowledge to function beside and cooperatively with various cultures.
5. reduce racism and other "isms" in all areas of education as well as in our society.
6. achieve social, political, economic, and educational equity for all students.

Obviously, many frameworks were adopted in solidifying the theoretical backbone of this research, but they were all interrelated. All the emergent theoretical foundations accentuate that general education language arts teachers' attitudes do matter as they teach students of all cultures, experiences, socio-economic, political, and intellectual backgrounds to optimize their learning endeavors.

### Significance of the Study

There was substantive value in expanding the current limited research that explores the events that contribute to secondary general education language arts teachers' attitudes with respect to teaching mainstreamed ESOL students (Youngs & Youngs, 2001). Most research on general education teachers' attitudes was geared more toward special education and classroom inclusion. The results of this study contribute to the knowledge base and established a framework for further research inquiries on pertinent situations impacting general education language arts teachers' attitudes in regard to teaching linguistically and ethnically diverse students. The findings of this study provide implications for teacher education programs, staff development programs, staff development trainers and consultants, practitioners, general education language arts teachers, and teacher education programs. Researching this topic was vital to understand the issues that contribute to the attitudes of high school general education language arts educators who are charged to educate and prepare mainstreamed ESOL students to succeed in this competitive world.

### Definition of Terms

**Cultural awareness** refers to a sophisticated understanding that certain individuals garner about other ethnic groups that are different from them.

**Cultural immersion program** revolves around when an individual leaves his or her host country and resides in an outside country with the purpose of assimilating into the other country and obtaining an in-depth understanding of the other culture.

**Culture** is a set of living and behaving nuances and patterns that groups of individuals learn. According to Banks and Banks (1989), “culture is the ideations, symbols, behaviors, values, and beliefs that are shared by a human group” (p. 357 of the Glossary).

**Diversity** concerns with the differences in individuals.

**Educational Equity** has three fundamental conditions: (a) an equal opportunity to learn; (b) positive educational outcomes for both individuals and groups; and (c) equal physical and financial conditions for students to grow to their fullest potential academically and affectively, according to Ford and Harris (1999, p. 27).

**Empowerment** involves the “holonomic” approach of teaching a child. In other words, teaching the entire being of a student so that the student can be very well grounded to succeed academically, socially, financially, emotionally, physically, and legally.

**Equal Educational Opportunity** is rooted from the Fourteenth Amendment of the U.S. Constitution which has been an impetus force corroborating this right and privilege. In short, the Equal Education Opportunity clause entitles every child regardless of his or her cultural background, language, social class, physical or emotional limitations, and skin complexion to be educated.

**Equity Pedagogy** Banks (1997a) uses this term interchangeably when he is referring to the teaching of linguistically diverse students. Nieto (1999) refers to “equity pedagogy” as “culturally responsive teaching.”

**ESOL (English Speakers of Other Languages)** is the acronym used to classify immigrant students who are at varying levels of English proficiency and acculturation.

**ESOL endorsement courses** consist of five courses that secondary English/language arts teachers in Florida public schools are required by law to complete.

**Ethnicity** derives from the root Greek word “ethnos” which signifies “nation.”

Ethnicity is often used in the multicultural education literature to allude to a group of individuals, socioeconomic status, value patterns, and beliefs.

**Ethnocentrism** has to do with the assumption that one’s group is superior.

**Grandfathered** is terminology used to classify public school veteran teachers in the state of Florida who have been exempted by the META Decree and, therefore, are not required to fulfill the ESOL endorsement courses.

**Immigrant** signifies a group of individuals who left their native land to immigrate into another country.

**Integration** is literal terminology that is concerned with the eradication of any impediments that tend to separate or divide people in general.

**Multicultural Education** is defined as fair and equal pedagogy. Some landmark scholars such as Banks, Nieto, Sleeter, and Grant interpret this concept as “multiethnic and multiracial” education.

**Pluralistic Society** concerns the plethora of cultures in the U.S. with their respective uniqueness.

**Xenophobia** signifies an unfounded fear or hatred for people who are culturally different.

## CHAPTER II

### REVIEW OF THE LITERATURE

#### Introduction

As the U. S. Schools' demographics continue to change from a homogeneous to a more heterogeneous population, the need for mainstream teachers to cultivate a more favorable disposition toward educating diverse ethnic groups seems to be more pronounced than ever. The National Coalition of Advocates for Students (NCAS) (1998) reports that by the year 2020, Hispanics will comprise 70% of the entire American population. Additionally, NCAS estimates that for every three Americans, one of them would be foreign-born. Federation For American Reform (FAIR, 2002) reports that 19% of U. S. schools students were either born in a foreign country or from immigrant parents.

Calder and Smith (1993) maintain that learning in a multicultural environment affords students a brighter future and systematic structure. For example, students will be more receptive towards divergence of culture, views, and interpretations. Merryfield and Harris (1992) postulate that the teaching of diverse students or pluralistic education is the utmost comprehensive program being tailored to empower students in becoming globally alert and literate. Pupils are being equipped with the necessary skills and character needed to assume their world's responsibilities. Nieto,

(1999 p. xviii) suggests, "Multicultural education and all good teaching is about transformation." Nieto (1999) stresses that the transformative process must be reflected in every possible aspect of education. It should take place in the teachers' personal and professional life.

Boyer and Baptist (1996) canonize the emergence of multicultural education by stating, "Diversity carries a cultural richness which the curriculum, the teachers, and the students need." They proceed in accentuating the dire need for incorporating multicultural education throughout the U.S. classrooms by arguing, "The skills needed in all walks of life today include a more sophisticated level of cross-cultural interaction. Diversity is becoming the rule for American institutions rather than the exception" (pp. 36-37). Banks and Banks (1993) address the relevancy and importance of multicultural education by pointing out that educating students of all ethnic groups is a great equalizer to alleviate social and intellectual oppression. In other words, if general education language arts teachers hold favorable attitudes toward teaching mainstreamed ESOL students, then general education language arts teachers can empower former ESOL students to crystallize their academic goals and objectives. One can also deduce that today's students will, indeed, become tomorrow's leaders. No one can predict which of the students will become the nation's president, scientists, lawmakers, educators, medical doctors, or other professionals.



### *Review of Empirical Research Studies*

Youngs and Youngs (2001) surveyed 143 middle school mainstream teachers in North Dakota. The main purpose of that investigation was to determine the main factors that help predict general education teachers' attitudes in relation to teaching ESOL students. The researchers designed a model that contained six indicators as an attempt to explicate general education teachers' attitudes with regard to teaching non-native English speakers. The indicators were (a) general educational experiences, (b) ESL training, (c) personal contact with diverse cultures, (d) contact with ESL students, (e) demographic characteristics, and (f) attitude toward ESOL students.

#### *General Education Experience*

With respect to the general educational experiences, three set of experiences were provided for participants to respond to by circling yes or no. The listed experiences consisted of (a) previously taken foreign language, (b) multicultural education course and (c) completion of an anthropology course. Furthermore, the researchers inquired about the 143 participants' teaching background and categorized their teaching disciplines into five major groupings. They were (a) Social Sciences, (b) Humanities, (c) Natural and Physical Sciences, (d) Applied Disciplines, and (e) Student Service Personnel. The findings suggested that teachers who completed either one or numerous foreign language courses had a more favorable attitude concerning teaching ESOL students. The results were similar for teachers who completed one or

more multicultural education courses. The findings showed no differences among teachers who completed or did not complete any Anthropology classes.

### *Specific ESOL Training*

Youngs and Youngs (2001) examined the training that teachers received in relation to their ESOL teaching competence and style. A questionnaire made up of closed-ended items helped the researchers to identify the effect that specific ESOL training on teacher attitude. The statements entailed “no training”, “college classes”, “professional development seminar,” “conference training,” and “other.” It was found that “college classes” did not significantly impact teacher attitude. Nonetheless, it was reported that teachers who received some “other type of training” held more favorable attitudes concerning teaching ESOL students.

### *Personal Contact with Diverse Cultures*

This sub-category was measured via a developed questionnaire that contained seven items. The seven questions stressed the teachers’ personal multicultural experiences and their personal exposure to various cultures. The findings substantiated the fact that those who gained significant multicultural experience possessed a more positive disposition toward teaching ESOL students. Contrarily, teachers who have, in the past, sponsored an international student did not show any improvement in their attitudes. Yet, teachers who actually left the United States and went residing in another

outside country showed more favorable attitude disposition regarding teaching ESOL students.

### *ESOL Student Contact*

Again, Youngs and Youngs (2001) utilized a questionnaire to assess the teachers' interaction with ESOL students. That component focused on three dimensions of contact. They were regularity, variety, and concentration. For instance, for the researchers to analyze how intense were the teachers' contacts with ESOL students, one of the questions was phrased as: "What is the largest number of ESOL students that you have had in any one class?" (Youngs & Youngs 2001, p. 107). It was reported that the more contact that teachers had with diverse ethnic groups of ESOL students, the more likely those teachers' attitudes were positively influenced toward teaching ESOL students. In sum, the researchers emphasized the essence of variety in terms of ethnic groups and not the duration per se.

### *Demographic Characteristics*

The researchers assessed the effect gender and age had on teachers' attitudes. The teachers were simply asked to mark their age category. The results showed that the female teachers held a more favorable attitude concerning teaching ESOL students. With regard to age, there were not any significant differences.

### *Attitude Toward ESOL Students*

Youngs and Youngs (2001) crafted two short scenarios to analyze teachers' attitudes concerning teaching ESOL students. The first item elicited teachers' reactions toward having more ESOL students assigned in their classrooms. The participants had to select one choice among the five provided choices, which were: (a) "very pleased," "moderately pleased," (c) "neutral," (d) "moderately displeased," and (e) "very displeased" (Youngs & Youngs 2001, p.108). The second question measured the teachers' general feeling regarding teaching ESOL students. The finding revealed that 57% of the 143 teachers were neutral; 29% chose the two positive responses, and only 15% respondents replied negatively. In sum, the researcher suggested that if the participants taught or interacted with ESOL students, they tended to have a more positive attitude toward teaching the ESOL students. The researchers maintained that the "ESOL training predictor" measurement had some general influences on teachers' attitudes but were unable to detect the most influencing genre of ESOL training.

For the purpose of this study, Youngs and Youngs' (2001) research organizational model was adapted as this study's framework to assist in exploring the events that may impact general education language arts teachers' attitudes in regard to teaching mainstreamed ESOL students. The domains were:

1. General educational experience;
2. Specific ESOL training;
3. Personal contact with diverse cultures;
4. Teacher attitude in relation to prior contact with ESOL students; and
5. Demographic characteristics.

### *Educational Experience*

Rhine (1995) analyzed the existing challenges in successfully preparing teachers of ESOL students. Four major components guided the interviewing process. They were (a) the way that teachers understood their practices as being successful, (b) the way that teachers interacted with their students, (c) the methods that the teachers utilized to evaluate their students' work, and (d) their interpretation of their students' mastery levels. The results revealed that staff development training did not greatly affect teachers' attitudes toward teaching diverse populations. It was reported that the teachers were able to acknowledge several missing links, on their own, as they reviewed their own-recorded teaching segments. Additionally, the participating teachers were able to isolate their teaching beliefs from their actual teaching practices. Rhine (1995) asserted that teachers' personal reflection and serious self-examination about their pedagogical views are essential in terms of cultivating a more favorable attitude toward teaching non-native English speakers.

### *Pre-Service Teacher Program*

Sogunro (2001) sought some implications about teaching in a pluralistic society among teachers. It was found that approximately 90% of the participants felt that the current pre-service teacher programs were not effectively preparing the future teachers. They proceeded in saying that the teacher program should afford the pre-service teachers with the knowledge, skills, and attitudes necessary to positively address the needs of the multicultural schools of America. Songuro (2001) suggested

that more research inquiries should be conducted to address the needs of the current multicultural student population.

Zeichner (1992) argued that the current teacher education program needs to be revisited and restructured so the pre-service teachers can be trained and prepared to teach all types of students. Walker (2002) isolated a teacher's formal training from that teacher's actual teaching practices using a case study approach. It was reported that the participating teacher was able to manipulate and modify her formal education to make certain that learning was taking place in her classroom. Merryfield (1994) investigated the effect of six successful teacher education programs by asking some current teachers who graduated from those pre-service programs to describe: (a) their meaningful experiences as they were enrolled in those programs, (b) the reconciliation of what they learned and are currently teaching and (c) the challenges that lie between their acquired knowledge and its applicability in their teaching practices. The results revealed that teachers enjoyed the most teaming up with their colleagues and using some innovative resources. The teachers incorporated what they learned and enhanced their prior knowledge by incorporating some successful methods to stay in compliance with the required teaching strands. In term of the challenges that most teachers encountered in combining what they learned with their teaching practices, the teachers stated that the students' reading abilities and age gaps, school culture, and students' personal experiences are to be considered as major hindrances.

Bouas (1993) inquired into the effects of some methods courses had on the pre-service teachers' dispositions and knowledge regarding cooperative learning. The

researcher used a course attitude survey and conducted some interviews to collect data. It was found that the fact that the pre-service teachers had a chance to practice cooperative learning in the method courses, they became more confident and those experiences caused the pre-service teachers to respond more positively in regard to cooperative learning.

Barry (1996) investigated how comfortable some pre-service teachers felt regarding working with diverse students. The 55 participants were mostly Caucasian. It was found that although the participants felt that they benefited from the specific training, yet they had difficulty applying the acquired knowledge to their teaching practices. The pre-service teachers expressed various concerns because they did not have a clear understanding of the African- American's spoken dialect.

### *Specific ESOL Training*

Wilhem and Cowart (1996) analyzed the impact of a professional development institute on some pre-service teachers' beliefs. The prospective teachers showed improvement and the researchers maintained that the significant results were generated from the fact that (a) the professors provided ample critical feedback to the interns, and (b) the pre-service teachers were encouraged to constantly reflect on their future teaching styles. It was found that education, travel, experience with discrimination, and exposure to different cultures had influenced those pre-service teachers' attitudes regarding equitable education.

Mayhew (1996) conducted a case study using a developed course as the affective domain. The course entailed several components. They were (a) cultural awareness, (b) nonbiased assessment, (c) specialized curriculum and instructional practices, and (d) development of transitional and collaborative strategies to benefit Native American youth with disabilities. The findings were significant. The pre-service teachers gained a better understanding concerning student placement. They decided to combine all students regardless of their disabilities and academic talents while all teachers were willing to cooperate with other teachers. Also, teachers were encouraged to write reflections throughout the first year of their teaching. Mayhew (1996) was able to substantiate the stated improvements via analyzing and coding the reflections of the first year's teachers.

Nelson (1998) conducted a study among ten interns and compared the impact of teaching in urban schools versus suburban schools. The interns were required to attend a workshop on a weekly basis. They had to write and reflect on their daily teaching activities as well. The results indicated that the student teachers in both urban and suburban schools appeared to become more receptive to teaching diverse students. Ladson-Billings and Darling-Hammond (2000) investigated the validity of National Board for Professional Teaching Standards (NBPTS)/Interstate New Teacher Assessment and Support Consortium (INTASC) assessments for effective teachers. It was reported that teachers who held a more favorable attitude toward teaching the ESOL students managed to equip themselves with rich cultural experiences and



expected academic growth among all students whether there were “at risk,” “gifted,” or “ESOL” students.

Allen (2000), in a case study, explained the approach that one professor utilized to train some Caucasian female students in developing a more favorable attitude concerning teaching ESOL students. The pre-service students were provided with numerous activities to facilitate the anticipated internal change within those pre-service educators. Students were required to reflect on the impact that the completed activities had upon them. It was found, as a result, that the pre-service teachers gained a deeper understanding and developed a more positive disposition toward teaching diverse populations. Stokes (1999) investigated the reform efforts of one specific school to analyze the impact that teachers’ attitudes had on their practices. Three main goals that guided Stokes’ (1999) inquiry were

1. the way that the entire school defined and evaluated student achievement;
2. the mini action research that teachers conducted; and
3. teachers’ reflections within small group.

Stokes (1999) found that teachers’ self-directed methods afforded them the opportunity to strengthen their knowledge repertoire and enhanced their attitudes toward teaching diverse students.

LeCompte and McCray (2002) analyzed the patterns in which Caucasian pre-service teacher candidates incorporated their racial identity and the cultural dimension of their training. The researchers implied that it will be more beneficial for prospective

Caucasian teachers to embrace their identity as a whole and not partly so they can effectively address complicated racial scenarios as they emerge. In other words, teachers were encouraged to constantly be in touch with their inner self in order to be able to accommodate their diverse students who may, eventually, face some identity issues. Montecinos and Rios (1999) found that pre-service teachers had difficulty in addressing racism issues on a structural perspective. Those teachers were more confident in expressing their interpersonal standpoints. Winzer, Altiery, and Larsson (2000) used a portfolio approach in a study to empower some pre-service teachers in perceiving students with a new frame of mind. That portfolio was used as a means to assist the pre-service teachers to reflect on their preconceived notions and attitudes concerning teaching in a multicultural environment. Winzer, Altiery, and Larsson (2000) incorporated various views in the scenarios to enable the pre-service teachers to critically examine their personal biases and prejudices. They concluded that the use of portfolio is a promising research methodology since it can affect teachers' attitude positively. Winzer, Altiery, and Larsson maintained that teachers' attitudes play vital importance in the way that teachers teach and evaluate students.

Solomon and Levine-Rasky (1994) in a written report entitled, "Accommodation and resistance: Educators' response to multicultural and antiracist education," explained the diverse challenges that teachers, nowadays, face. Participating teachers stated that they want to learn effective strategies that can assist them in heightening their interactive skills as they teach ethnically diverse students. In fact, 60% of the respondents agreed that they needed to learn about non-discriminatory

approaches in terms of their curricular implementation. Consequently, those surveyed teachers criticized their traditional staff development's format and methodology. They stated that they would prefer some types of collegial planning in which they could be active participants and do so through peer-sharing activities. Solomon and Levine-Rasky (1994) echoed the emergent need for school administrators to reflect on their in-service choices and select promising and creative consulting firms or trainers that can help teachers enhance their attitude and knowledge. The two researcher's recommendations for teachers to possess a more favorable disposition toward educating the ethically and linguistically diverse students included: (a) comprehensive in-service education, (b) infusion of moral and civil accountability, and (c) emphasis on political sensibility and critical participation. Overall, the teachers asked for content race relations in three major areas that included:

1. Race and ethnicity issues about students;
2. Pedagogical strategies;
3. Better training to work effectively with diverse ethnic groups.

#### *Personal Contact with Diverse Cultures*

As the literature aligns the diverse factors that may contribute to general education teacher's attitudes toward teaching former ESOL students, Mahan and Rains (1990) used a "Cultural Immersion Practicum" approach to help heighten some in-service teachers' knowledge repertoire. That approach provided a terrain for in-service teachers to deepen their understanding toward the American Indian culture via

interning at the actual American Indian living milieu. Those teachers were afforded the privilege to experience some authentic cultural immersion. The researchers investigated (a) the transpiring professional and personal changes among the participating teachers, and (b) the association between the actual process and the occurring changes within the interned teachers. Mahan and Rain's (1990) study emerged themes resembling Youngs and Youngs' (2001) "Six Predictors" model. The predominant indicators can be summarized as (a) prior contact with the American-Indians, (b) previous cross-cultural experience with the American-Indian community, (c) independent learning about the Native Americans, (d) personal changes that occurred as a result of that immersion program, and (e) professional transformation after undergoing that experience. The two researchers encouraged the duplication of this type of methodology since the transformational process among those participants was positive and rewarding. Mahan and Rains maintained that this approach could assist beginning or veteran teachers to have a favorable disposition concerning teaching ethnically and linguistically diverse students.

Kailin (1999) analyzed the perceptions of Caucasian teachers toward racism in their schools. It was reported that teachers did not overtly disclose their intolerance toward other ethnic groups. However, they subconsciously made some racist remarks in the narratives of the study. Kailin (1999) suggested that as trainers and professors address the issue of racism, they need to use a holistic approach such as its roots, its influences, its overt and its introvert patterns, so teachers can be able to uncover their

racism thought processes prior to dismantling and rebuilding a positive social and historical approach with others.

### *Teachers' Attitude and Prior Contact with ESOL Students*

McInerney, McInerney, Cincotta, Totaro, and Williams (2001) compared teachers' attitudes to, and beliefs concerning, multicultural education, to investigate if there were any significant changes over a twenty year timeframe from 1979 to 2000. The variables were (a) preservation of mother tongue and cultural identity, and (b) promotion of cultural diversity. Both types of research methodologies were utilized. The quantitative component comprised 14 items aiming at evaluating teachers' attitude toward multicultural classrooms. The qualitative questionnaire facilitated the data collection process in terms of demographic information of the participants, their personal and professional knowledge, and their beliefs and attitudes toward teaching diverse students. McInerney, McInerney, Cincotta, Totaro and Williams (2001) compared the types of schools where those teachers were teaching, their cultural experiences, their language experience, and their teaching backgrounds. The results revealed significant improvement from a 5% to a 32% gain between 1979 to 2000. When it came to home language maintenance, the participating teachers responded favorably. It was also found that more elementary school teachers agreed that one of a school's objectives should be to promote cultural preservation. The secondary teachers were neutral.

The need for general education teachers to reflect on their disposition concerning teaching ethnically and linguistically diverse students proves to be essential. Maddox and Vadasy (1995) conducted a qualitative inquiry in 1992 for the Washington Research Institute among five rural school districts in Washington. The main purpose of the study was to investigate the way some schools provided and monitored equal opportunities for their students. Maddox and Vadasy (1995) focused on the large ESOL population of Native American and Mexican-American students and recommended the following factors.

1. Teachers need to master a certain set of skills, knowledge, and nurture a positive attitude concerning teaching non-native English speakers.
2. Staff members need to have some survival Spanish.
3. Staff members including the janitors and the secretaries are to be devoted to the success of all students.
4. Staff development needs to aim at enhancing teachers' knowledge base and facilitate a positive learning environment for all students.
5. Teachers must believe that all students can excel.
6. School culture and regulations ought to reflect respect and dignity for each learner's culture and traditions.
7. Teachers need to be oriented, trained, and informed prior to teaching the diverse population of students.

8. Teachers must accept and be willing to try some new innovative avenues, and the entire school must have a common vision and, that is, the utmost staff's effort to teach all students equitably.

Lucas, Henze, and Donato (1990) attempted to find out why some schools were more productive than others. They provided this checklist:

1. Staff members are to have a positive attitude and must respect all students and their cultural contribution.
2. Teachers are to be committed in order to empower students to succeed.
3. Staff members are to appreciate and celebrate diversity.
4. All anticipations about students are to be clearly communicated to students.
5. Staff development must be tailored to assist teachers in enhancing their practices.
6. School-wide staff members must constantly nurture the same vision.
7. Parental involvement and transformational leadership must be considered as top priorities.

Phuntsog (2001) investigated the philosophy of 33 United States school teachers about teaching diverse students. The findings revealed that 96% of the participants supported the notion that teaching with a sense of justice and equity is critical with regard to helping the culturally diverse students in maximizing their educational goal(s). Furthermore, the respondents believed that respecting diversity is a great strength. The participants recommended that it would be ideal for pre-service

teachers to intern in some successful multicultural settings. Phuntsog (2001) delineated some utmost conditions for teachers to follow if they desire to hold a more favorable attitude concerning teaching diverse students. She provided the following strategies: (a) teachers are to be culturally trained; (b) teachers need to constantly reflect on their attitudes and beliefs; (c) teachers need to cultivate some soft skills such as patience, empathy, respect, and trust; and (d) teachers need to create a transformational platform to promote social change and intellectual liberation for all of their students.

Byrnes and Kiger (1994) developed a Language Attitudes of Teachers Scale (LATS) and surveyed 191 teachers who were enrolled in three different universities. Eighty-two percent of the participants from one of the universities stated that English should be the spoken language while 77% participants from that same university maintained that all official or governmental events or affairs should be conducted in English, including voting. Byrnes and Kiger (1994) inferred that teachers' attitudes could serve as major impediments to the ESOL students' learning process. They recommended that it is crucial to investigate and fully comprehend the associating factors of teachers' attitudes prior to endeavoring some changing processes.

## Demographic Characteristics

### *Teacher Experience*

For teachers to develop a more favorable disposition in relation to teaching mainstreamed ESOL students, they are to be willing to transcend their personal biases



and become less judgmental (Dee & Henkin, 2002). Linley (1997) advances the less judgmental notion and suggests that teachers need to embrace knowledge and cross-cultural experiences. Linley (1997) investigated the effects that the teaching of combined grades in one classroom had on teachers' attitudes. The researcher used both genres of research methodologies by providing a "tick-a-box" form for the quantitative approach and left ample space on the questionnaire to welcome teachers' written qualitative comments. The results revealed that teachers who had more teaching experiences in the combined grade structure classes tended to hold a more favorable disposition toward the composite classes. Avramidis, Bayliss, and Burden (2000) surveyed a total of 81 elementary and high school teachers to assess general education teachers' attitudes regarding mainstream classes that integrated students with special educational needs. It was found that teachers who had more experience in teaching students with special needs possessed a more favorable disposition and were more willing to further enrich their knowledge repertoire. Van Reussen, Shoho, and Barker (2000) found similar results. They analyzed the impact that teachers' teaching experience, subject taught, and gender had on teachers' attitudes concerning teaching in general education classes. It was reported that teachers who received more training were more enthusiastic toward acquiring additional knowledge and expressed more positive feelings concerning teaching diverse students.

Cornoldi, Terreri, Scruggs, and Mastropieri (1998) conducted a study to inquire into whether teachers' attitudes in Italy, with respect to inclusion, were altered over a twenty year period. A total of 523 teachers participated in that study, and the

result indicated that Italian teachers were receptive toward the inclusion initiative.

That same survey was conducted in the U.S.; it was found that the American teachers' responses were less positive. Time, resources, professional development, and administrative support were the U. S. teachers' main concerns. Reiger and Rees (1993) conducted a study analyzing teachers' motivation in relation to certain demographics. The results suggested that teachers who have been teaching for six to ten years expressed great sense of motivation. Teachers who have been teaching for ten years or more verbalized a lower level of motivation. Brousseau, Brook, and Byers (1988) maintained that teachers' experience can impact their values and attitudes since they tend to:

1. prefer a standardized curriculum or a "one size fits all" teaching methodology;
2. shift the burden of learning to the students;
3. suggest that students should adapt to a uniform set of learning principles;
4. support school's agency efforts; and
5. minimize their teaching effectiveness.

Stuhlman and Pianta (2000) found that teachers who taught for some more extended years expressed more negative feelings toward students via the seven coded themes which included (a) compliance, (b) achievement, (c) secure base, (d) neutralizing of negative emotion, (e) positive affect, (f) negative aspect, and (g) relationship with student. Henning and Mitchell (2002) investigated the experience of

two graduated students who were enrolled in two different teacher education programs. It was found that the two teachers' attitudes had some impact on their teaching practices.

Palmer (2002) distributed two sorts of questionnaires composed of both quantitative and qualitative items exploring mainstream teachers' attitudes toward students with speech and language difficulties. The results suggested that the teachers were mostly concerned with not having sufficient time to work and accommodate those types of students. Hamill and Dever (1998) analyzed the work of six female interns within some secondary schools that implemented the inclusion approach. The teachers associated their success with their believing in students' abilities to succeed and their favorable dispositions to teaching all types of students. This study showed that a teacher's success does not always reflect his or her number of teaching years. Both novice and veteran teachers can choose to have a favorable attitude toward teaching diverse ethnically and linguistically students.

### *Gender*

Gannerud (2001) conducted a qualitative study among 20 veteran female teachers and investigated their professional and personal lives concerning the effects of societal prescription of gender role. The method used was semi-constructed interviews. It was reported that the female teachers were able to isolate their professional lives from their personal lives and did not allow themselves to be dictated to by societal mores and norms. Leone-Perkins, Schnuth, and Kantner (1999) piloted a

study to inquire into whether there were some differences in some pre-service students assessing other pre-service students in terms of genders. A questionnaire made of 18 items was developed to analyze the numerous components of their internship. It was found that the way that the student evaluators interacted with the evaluated pre-service educators impacted the results of the assessment. Amin (1994) conducted a two-prong study aiming at (a) prioritizing the factors that affected the evaluation of a course, and b) analyzing which types of issues influenced some variations between males and females in their assessment. The quantitative analysis reported four significant differences between males and females. The male and female participants were different in (a) equity grading, (b) general perception of the course, (c) structure of the class sessions, and (d) general construct of the course.

Parker-Price and Claxton (1996) analyzed the way teachers understood differences that may exist between male and female students. They were 155 participating females and 38 males from K-12 involved in that study, and the teachers' feedback was analyzed and compared with some scientific findings. The findings showed that the male and female teachers viewed boys and girls differently. Chen (2000) investigated whether female and male professors treated their ESOL Taiwanese students differently. The study comprised six male and female professors. Data collection entailed observations and interviews. The results suggested that the female professors were more proactive in motivating students to work collaboratively while the male professors tended to use a more individualized approach. The study revealed

no disparity concerning both the male and female professors regarding their teaching and reflecting styles.

Ogden (1994) conducted a study seeking if there were any gender differences regarding the way that pre-service and in-service teachers define an effective teacher. A total of 395 pre-service and in-service teachers participated in this study. There were 106 males and 289 females. The results showed that the female participants perceived “a good teacher” as understanding, enthusiastic, innovative, and structured. The male participant, on the other hand, depicted “an effective teacher” as fair, articulate, mature, and humorous. Hagedorn (2001) investigated gender differences among faculty members. The variables were productivity, satisfaction, and salary. That study combined two major sources of data, which were the 1999 Higher Education Research Institute Faculty Survey (n = 55,081) and the 1993 National Study of Post Secondary faculty (n = 25,780). The results indicated almost no differences in productivity among male and female professors. Gender differences were noted in terms of stress level and rank. Salary accentuated the existing differences between the two genders.

### *Ethnicity*

Chesterfield, Enge, and Rubio (2002) investigated the way that teachers of different ethnic groups interacted with Mayan students. The results showed that the Mayan teachers were prone to initiate rapport with the Mayan students. One may deduce that in a mainstream classroom that contains various ethnic groups, some

students may not benefit from too much interaction from a teacher who does not share similar ethnicity. Hendrix (1995) conducted a qualitative case study and analyzed six professors' views on the impact that race had on their respective practices and credibility. The three African-American professors who were involved in the study worried about the way their Caucasian students may perceive them and validate their teaching approaches. The three African-American participating professors felt obliged to constantly perform to the maximum in order to not be misjudged by their Caucasian students. The three Caucasian professors, on the contrary, were less concerned about how their Caucasian students may view them since they were accustomed to having predominantly Caucasian students in their classes.

Brown, Cervero, and Johnson-Bailey (2000) examined whether the status quo about teaching in post secondary settings influenced the teaching experiences of seven African-Americans. The researchers used a qualitative method that comprised in-depth interviews and classroom observations to collect a richer source of data. Three main outcomes grounded from that study were:

1. The participants developed and embraced a set of principles that were based on segregated views.
2. The teachers were anxious and concerned about the fact that their students may question their expertise based on their race or gender.
3. The societal pressure directly influenced the teachers' practices in interaction with their students.

Hyland (1998) analyzed, via a case study, the attitude of one Caucasian female teacher in relation to teaching the diverse students. Hyland (1998) observed the single participant on eight different occasions and interviewed her six times. The findings showed that the Caucasian female teacher was genuine in caring for her African-American students, yet she tended to associate the African-American students' failure in mathematics to parental support and the lack of proper teaching on the part of the former elementary school teachers. That teacher refused to accept that the African-American students' failure in mathematics had anything to do with their ethnicity. Marx (2000) conducted a study that involved nine Caucasian and five Hispanic female pre-service teachers who were tutoring some ESOL students in a public school. It was found that the two ethnic groups held different views about the tutees. The Hispanic tutors held higher expectations for the Hispanic tutees than the Caucasian and the Hispanic participants could easily empathize with the Hispanic tutees. The Caucasian tutors, on the other hand, judged the Hispanic tutees' degree of intelligence based on their English language fluency. The Caucasian tutors speculated that the Hispanic tutees would, eventually, drop out of school.

Sheehan and Marcus (1997) investigated the impact that teachers' ethnicities had on students' vocabulary and mathematics achievement. The findings revealed that students who were taught by African-American teachers with a minimum five years of experience, scored higher than students who were taught by Caucasian teachers with the exact same years of teaching experience. Beady and Hansell (1980) inquired into whether the ethnicity of teachers who taught in primary schools influenced their

beliefs concerning students' academic success. It was reported that the teachers' ethnicities was significant concerning college enrolment of students. The African-American teachers were more demanding of their students as a way for students to pursue excellence in all they did. There were not any differences between the African-American and Caucasian teachers' perceptions about their students' academic abilities and strengths. Pigott and Cowen (2000) investigated the effect of teachers' race concerning school adaptation of 445 kindergarten through fifth-grade students in 70 classrooms. The findings revealed that the teachers' misconstrued perspectives were constantly higher among the African-American teachers than the Caucasian teachers.

### Summary

The findings of the literature review indicate that there are several events that may contribute to general education language arts teachers having a more favorable attitude regarding teaching mainstreamed ESOL students. Southerland and Guess-Newsome (1999) suggested that teachers' background knowledge, professional experience, and specific ESOL training can influence teachers' attitude. Phuntsog's (2001) conclusion corroborates Southerland and Guess-Newsome (1999) and Paccione's (2000) findings by suggesting that teachers can learn to transcend their prejudices, their fears, their negative attitudes, and rather expand their knowledge repertoire as they choose to have a more favorable disposition toward educating ethnically and linguistically diverse students.



It appears that certain specific ESOL training can also influence general education teachers' attitudes toward teaching former ESOL students (Allen, 2000; Ladson-Billings & Darling-Hammond, 2000; LeCompte & McCray, 2002; Mayhew, 1996; Stokes, 1999; Whilhem & Cowart, 1996; Winzer, Altiery & Larsson, 2000). Solomon and Levine-Rasky (1994) suggest some specific ESOL training themes. They are (a) teachers' reflection, (b) experiential learning, (c) collegial planning and dialoguing, (d) teachers' action research and peer sharing, (e) cross-cultural exposures and knowledge, and (f) sincere dialogue. With the increase of former ESOL students into the general education classrooms, the need to identify the issues that may contribute to general education teachers' attitudes concerning teaching mainstreamed students is essential (Youngs & Young, 2001).

With regard to demographics characteristics, it was found that general education teachers who have been teaching for six to ten years and have more experience in teaching diverse groups of students appear to be more motivated and, therefore, tend to hold a more favorable disposition in relation to teaching diverse students (Avramidis, Baylis, & Burden, 2000; Cornoldi, Terreri, Scruggs, & Mastropieri, 1998; Linkley, 1997; Reiger & Rees, 1993). On the contrary, teachers who have been teaching for a longer period of time tend to become negative and less motivated to teach (Brousseau, Brook, & Byers 1998; Stuhlman & Pianta, 2000).

Chen's (2000) study results clearly show that female and male teachers do hold different perspectives as they teach ESOL students, while Hagedorn's (2001) study found no significant differences between female and male professors. With reference

to ethnicity variable, Chesterfield, Enge, and Rubio (2002) and Marx (2000) postulate that teachers tend to initiate faster rapport with students who share the same ethnicities with them.

It is apparent that there has been little research that explored the events that may contribute to general education language arts teachers' attitudes about teaching former ESOL students. Throughout the review of the literature, many researchers (such as Lucas, Henze & Donato, 1990; Maddox & Vadasy, 1995; McNerney, McNerney, Cincotta, Totaro & Williams, 2001; McKay, 1997; Paccione, 2000) strongly imply the need for further inquiries into additional research efforts that will help identify and describe the events that may influence teachers' attitudes since teaching mainstreamed ESOL students revolves heavily around teachers' attitudes, in-depth theoretical knowledge, and practical and cultural experience (Stodolsky & Grossman, 2000).

## CHAPTER III

### METHODOLOGY

#### Introduction

*“One of the features of qualitative data is their richness and holism, with strong potential for revealing complexity; such data provide “thick descriptions” that are vivid, nested in real context, and have a ring of truth that has strong impact on the reader.”*

*(Miles and Huberman, 1994, p. 10)*

This case study was conducted to explore the contributing events of general education language arts teachers' attitudes with regard to teaching mainstreamed ESOL students. According to Merriam (1988), a descriptive case study framework helped the researcher to obtain an authentic view of the investigation in a holistic fashion since “the paramount objective is to understand the meaning of an experience” (Merriam 1988, p. 16). Merriam (1988) explicates that there is not a single set of fixed realities in qualitative study. Rather, every event or phenomenon is subject to numerous interpretations more than enumerations. The essence of utilizing a descriptive case study method, therefore, lies in the mere fact that it is flexible, pliant, and amorphous. Case study in qualitative research is a very liberated design in which the research is not limited to a defined set of treatments. Yin (1994) maintains that a case study is “an empirical inquiry that investigates a contemporary phenomenon

within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used” (p. 23).

This inquiry explored the situations that influenced general education language arts teachers’ attitudes concerning teaching ethnically and linguistically diverse students. The utilization of a qualitative framework guided the researcher in contemplating real-life events and the participating teachers’ standpoints in a holistic genre, although participants’ perceptions and views were both separate and interrelated issues (Bogdan & Taylor, 1975; Potter, 1996). Wimmer and Dominick (1991) offer three major dimensions that explicate the essence of case study research:

1. A case study method infers that there is not a unique set of realities. Qualitative research is rather a very comprehensive one and is not conducive to man-defined formulations.
2. A case study takes into account individual unique experiences and, therefore, does not generalize people’s views and concepts.
3. A case study investigation values and explores unique participants’ interpretations and understandings in their respective natural milieu.

Merriam (1988) interprets a descriptive study in qualitative study as “an intensive, holistic description and analysis of a single instance, phenomenon, or social unit” (p. 21). Merriam (1988) also maintains that case studies are heuristic which signifies that they shed new light and can unveil new understandings “or confirm what is known” (p. 73). This study, as a result, explored the affective domains that influenced general education language arts teachers’ attitudes about teaching

mainstreamed ESOL students from the teachers' standpoints. The study's generated perspectives and framework assisted the researcher and the scholarly community to better understand the events that influenced general education language arts teachers to have a favorable attitude as they teach mainstreamed ESOL students. Merriam (1988) also states that case studies are inductive which infers that case studies are refined inquiries that transpire new ideas and insights to emerge instead of relying on pre-calculating the study's outcomes via setting hypotheses. Yin (1994) contends that the "case study's unique strength is its ability to deal with a full variety of evidence, documents, artifacts, interviews, and observations" (p. 19-20). Choosing the descriptive case study framework to obtain an in-depth understanding of the issues that affected general education language arts teachers' attitudes toward teaching former ESOL students was a very appropriate approach. This method provided a freer terrain that helped garner a rich collection of teachers' attached meanings in lieu of collecting data that could be generalized and be subjected to man-made formulated rules and hypotheses (Lincoln & Guba, 1985; Potter, 1996).

### *Research Question*

Data were analyzed based on the following question:

1. What events contribute to general education language arts teachers' attitudes regarding teaching mainstreamed ESOL students?

- a. Does general education language arts teachers' educational experience influence their attitudes concerning teaching mainstreamed ESOL students?
- b. What role does specific ESOL training play on general education language arts teachers' attitudes with regard to teaching mainstreamed ESOL students?
- c. How does personal contact with diverse cultures affect general education language arts teachers' attitudes as they teach mainstreamed ESOL students?
- d. What type of impact does prior contact with ESOL students have on general education language arts teachers' attitudes about teaching mainstreamed ESOL students?
- e. How do demographic characteristics affect general education language arts teachers' attitudes toward teaching mainstreamed ESOL students?

The study explored the situations that contribute to general education language arts teachers' attitudes toward teaching mainstreamed ESOL students by using a descriptive case study approach. That technique provided a holistic and rich understanding of the phenomenon studied. By also focusing on the unique and real-life general education language arts teachers' experiences, the investigation adds voices to the teachers' personal concepts and provided some philosophical views to socially conceptualize the experiences that influence general education language arts teachers' attitudes regarding teaching mainstreamed ESOL students (Crabtree & Miller, 1992).

Crabtree and Miller (1992) proceed in saying that conducting a descriptive case study helps the researcher in answering five crucial questions:

1. What is actually occurring?
2. What are the aspects of the explored phenomenon?
3. What is the philosophical spectrum of the studied concept?
4. What are the existing patterns and nuances?
5. What types of interpretations are being articulated and unveiled in a natural setting?

Schwartz and Jacobs (1979) advance the benefits of a descriptive case study, in qualitative research, by stating that this form of method concentrates on the symbolic understanding of lived experiences instead of depending on statistical formulations.

### Research Site

The data-gathering site for this study was North High School. The school is situated in a low- to middle-class neighborhood in Southwest Florida. This high school contains 3,058 students. The demographic enrollment consists of 32% Caucasian, 31% Hispanic, 23% Haitian, and 14% African American. North High School currently employs 168 teachers. The regular classroom teachers are facilitating classes with an average of 30 students. However, the ESOL and Exceptional instructors teach an average of 15 to 20 students per class. The teacher demographics are heterogeneous in nature with 85% females and 15% males. Forty-seven percent of the teachers are Caucasian and 25% are African-American. The Hispanic teachers

represent 15%. Teachers from the Caribbean make up 9% and Asians 3%. The other 1% is African and multiracial. In terms of teachers' teaching experience, 20% of the teachers have been teaching for over 25 years. Approximately, 15% of the teachers have been teaching for less than 5 years. The mission of the high school is for all students to excel in reading, writing, mathematics, and critical thinking skills. Furthermore, it is anticipated for all students to maximize some superior technological knowledge as the students define their unique societal contribution.

### Participants

The participants were purposefully selected based on their teaching years, their working experience with diverse learners, their ethnicities, their genders, and their teaching disciplines. The participating teachers consisted of six females and two males. Their demographics characteristics are presented in Table 1. "Unlike survey research in which the number of and representativeness of the sample are major considerations, in this type of research, the crucial factor is not the number of respondents but the potential of each person to contribute to the development of insight and understanding of the phenomenon" (Merriam, 1988, p. 83). The purposeful sample was selected from only one department to obtain a more reflective set of data. The Language Arts Department chairperson suggested twelve names and the researcher contacted them to inform about the spectrum of the study, the time involved, and the data procedures. Of the twelve targeted participants, eight of them committed to participate.



Table 1

*Demographic Characteristics of the Participants*

NAME	GENDER	ETHNICITY	YEAR OF TEACHING EXPERIENCE
Peter	M	Caucasian	31
Esther	F	Caucasian	27
Mary	F	African-American	5
Sarah	F	African-American	5
Ruth	F	Caucasian	4
Samuel	M	Caucasian	7
Rachel	F	Caucasian	2
Nahomie	F	Caucasian	8

## Instrumentation

The researcher utilized four data collection techniques: (a) demographic characteristics questionnaire, (b) classroom teacher's self-assessment checklist, (c) interview, and (d) observational approach. The use of four different methods allowed the researcher to triangulate the collected data, which assisted in verifying the textual data by cross analyzing them (Merriam, 1995; Miles & Huberman, 1994). Exploring the events that influence general education language arts teachers' attitudes toward teaching mainstreamed ESOL students required more than one data collection strategy. Using various strategies reinforced objectivity in data interpretations (Fielding & Fielding, 1986). For instance, by observing the interaction between a general education language arts teacher and a mainstreamed ESOL student in a natural classroom environment, the researcher was able to support the previous set of data that were collected from other techniques.

### *Demographic Characteristics*

The Demographic Characteristics Questionnaire (See Appendix A) was used to garner information about the participants' gender, ethnicity, and years of teaching experience. The compilation of the participants' characteristics helped to triangulate the collected information. Comparing participants' gender, ethnicity, and teaching experience added some additional insights. To answer the research question, it was easier to understand the influences of each indicator on the general education language arts teachers' attitudes concerning teaching ethnically and linguistically diverse students.

### *Classroom Teacher Self-Assessment Checklist*

The Classroom Teacher Self-Assessment Checklist (See Appendix B) was adapted from Grant and Sleeter (1989, pp. 155-156). The authors used this checklist as a self-reflective tool to evaluate pre-service and in-service teachers' level of readiness to teach diverse ethnic groups. The researcher modified the original version to make it more relevant to the aim of the study. The checklist comprised 17 closed-ended statements to which participants circled their choices. The participants ranked the statements on a scale from 1 to 5, where 1 was the lowest score and 5 was the highest score. The researcher analyzed each respondent's score to interpret the events that contribute to general education language arts teachers' attitudes in relation to teaching mainstreamed ESOL students. Furthermore, the researcher compared and contrasted

the individual participant's score and wrote a narrative description to triangulate the participants' scores with the analysis of classroom observational and interviewing data.

### *Interview*

Merriam (1988) contends that "the goal of interviewing is to enter into the other person's perspective" (p. 72). Therefore, the interview items (See Appendix C) were semi-structured aiming to collect a rich description of experiences that contribute to general education language arts teachers' attitudes in regard to teaching mainstreamed ESOL students. The five main indicators that were identified throughout the review of the literature were:

1. Demographic characteristics
2. Educational experience
3. Specific ESOL training
4. Personal contact with diverse cultures
5. Teacher attitude in relation to teaching ESOL students

Interviewing the participants allowed them to reflect and contribute their unique voices and understanding. Crabtree and Miller (1992) support this data collection technique by maintaining that the use of semi-structured questions affords participants time to meditate and align facts and insights of an experience. The utilization of this data collection technique also helped the researcher to discover some authentic mainstream teachers' feelings, perceptions, and attitudes concerning

educating culturally and linguistically diverse learners. It should be noted that two multiple choice questions were very parallel to the two questions that Youngs and Youngs (2001, p. 108) used to assess the mainstream teachers' attitudes concerning teaching former ESOL students. Consequently, the researcher used the two questions to evaluate general education language arts teachers' attitudes in relation to their general life experiences.

The researcher recorded each interview on audiotape and transcribed the information as soon as it was over. Throughout the entire data collection period, the researcher also kept a journal for observational and reflective notes. The interviews lasted from one hour to an hour and fifteen minutes. Prior to conducting the interview, the participants were asked to read and sign a written consent form (see Appendix D) to ensure that all participants understood that strict confidentiality was maintained and to also confirm participants' commitment to the study.

### *Classroom Observation*

The last data collection technique for this study was the classroom observation. The researcher adopted and modified the "Classroom Teacher's Self-Assessment Questionnaire" from Grant and Sleeter (1989, pp. 155-156) to develop the protocol (see Appendix E). The researcher observed each participant for 110 minutes in two different unannounced occasions and utilized the statements as a checklist to evaluate the classroom organization, the ESOL strategies, the mode of delivery, the interaction between teacher and student, and the non-verbal communication that each mainstream

teacher used or demonstrated in relation to their attitudes toward teaching mainstreamed ESOL students that were in their classes. The main purpose of the classroom observation was to compare and contrast the participants' verbal responses and their behaviors in the classroom. On a humanistic standpoint, the teachers could have articulated some statements while they projected a whole different set of behaviors about their attitudes toward teaching mainstreamed ESOL students. By observing the participants as they were teaching and interacting with ESOL students in their general education language arts classes, the researcher was able to reconcile some themes from both their verbal and non-verbal expressions. Writing observational notes and reflective memos also helped transpire a more refined data analysis.

### Data Analysis

Each teacher was assigned a pseudonym to ensure confidentiality. Once the transcription of the participants' feedback was completed, the researcher contacted the respondents to review their responses for accuracy. The notes were transcribed into Microsoft Word and the researcher reviewed the interviews for accuracy and filled in additional notes, comments, and observations using separate annotation, brackets or boldface for observation notes. The transcriptions and notes were free of individual names or references that can be directly traced to an informant. Initial exploration involved collecting and organizing text, developing ideas about textual responses, and making iterative notes about emergent themes. The data were analyzed using descriptive case study methods such as emergent themes, respondents' thought

repetitive patterns, and nuances. Major analytical tasks focused on classifying text-based written responses while retaining the depth and nature of the data through the development of an iterative, structured coding system designed to search for new ideas, themes, and concepts. Additionally, the analysis was a continuing exercise aiming to search for emergent themes, nuances, and to capture reoccurring patterns.

Coding and other analytical activities were conducted. According to Maxwell (1996, p. 79), the essence of various coding strategies is that “they do not focus primarily on relationships of similarity that can be used to sort data into categories independently of context but instead look for relationships that connect statements and events within a context into a coherent whole.” Consequently, categorization of information was administered to sort high order themes. A conceptual structure allowed the researcher to manually develop a set of initial codes to cross-analyze each participant’s responses. Following the first main coding, the researcher proceeded in administering a more in-depth analysis by cross comparing interview text, observational notes, and reflective memos. As more themes emerged, pattern-based themes were facilitated. The multitude of reoccurring patterns were subcategorized under the explored indicators such as the role of previous educational experience, the influence of specific ESOL training, and so forth. Finally, to obtain a deeper understanding of events that helped formulate a more favorable attitude among general education language arts teachers who teach mainstreamed ESOL students, the researcher further examined both the participants’ verbal statements and actual displayed behaviors.

### *Reliability and Validity*

According to Merriam (1988), qualitative study's reality is holistic, mutable, versatile, and nuanced. Attaching a fixed set of constructs to define the study's validity is, therefore, an unsuitable philosophical approach. The researcher strove to convey a fair, logical, and objective presentation of the participant's disclosed realities with regard to the issues that they believed contributed to their attitudes as they teach mainstreamed ESOL students in their general education language arts classes. The researcher triangulated the collected data to minimize personal biases and subjective data interpretations. The triangulation approach strengthened the study's results. By utilizing observations, interviews, and the self-assessment checklist, the accuracy of the collected information was confirmed. Miles and Huberman (1994) maintain, "triangulation is a way to get the finding in the first place by seeing or hearing multiple instances of it from different sources, by using different methods and by sharing the findings with others" (p. 267). Fielding and Fielding (1986) contend that triangulation "puts the researcher in a frame of mind to regard his or her own material critically, to test it, to identify what to test, or by further doing something different" (p. 24). The researcher consulted some colleagues to verify the emerged themes to address the issues of internal and external validity.

With respect to the reliability aspect of this study, the researcher referred to the standards of conducting a qualitative study. Merriam (1988) suggests that "rather than demanding that outsiders get the same results, one wishes outsiders to concur that, given the data collected, the results make sense--they are consistent and dependable"

(p. 172). Lincoln and Guba (1985) refer to reliability as dependability or consistency of results. To maintain the reliability of this study, the researcher kept all written logs that outlined how the data were collected and explained how the constructs were defined and interpreted. With regard to external validity, Merriam (1988) suggests that "One selects a case study approach because one wishes to understand the particular in-depth, not because one wants to know what is generally true of the many" (p. 173). The aim of this investigation was, therefore, to explore what events general education language arts teachers identified as contributing to their attitudes toward teaching former ESOL students. The results presented do not aim to magnify the teachers' perceived realities to another teacher's. In sum, the study's findings provide a substantive description "so that anyone else interested in transferability has a base of information appropriate to his or her judgment" (Lincoln & Guba, 1985, p. 124 – 125).

Guba and Lincoln (1981) offer a qualitative evaluative model that stresses the issues of reliability and validity. That model refers to credibility, transferability, dependability, and confirmability. Based on Guba's model, the researcher reinforced the validity aspect of this investigation by adding credibility to it. It was done via triangulation, peer consultation, personal reflection, interviewing strategies, member checking, and objective cross-analysis of textual data. In conclusion, Yin (1994) postulates, "the ultimate goal is to treat the evidence fairly, to produce compelling analytic conclusions, and to rule out alternative interpretation" (p. 106).



## CHAPTER 4

### RESULTS

#### Introduction

Many themes emerged throughout the cross-analysis of the interviews, the teacher self-awareness checklist and the teacher classroom observations. The testimonies of eight general education language arts teachers rendered this study a very unique investigation. Although each individual teacher's life experiences and personal attitudes toward teaching mainstreamed ESOL students in their general education language arts classes were very unique, yet, the richness of their responses often intertwined; they were woven into a unified tapestry of inspiring thoughts, ideas, nuances and colors. Many participants explained that their cultural experience largely contributed to their attitude toward teaching mainstreamed ESOL students while some asserted that the way they perceive and treat ESOL students has mostly to do with their multicultural exposure. To introduce the eight participants, the researcher assigned pseudonyms to each participant to protect their true identities. The participants' respective stories are as follows:

Table 2

*Participant Demographic Profile*

NAME	GENDER	ETHNICITY	YEAR OF TEACHING EXPERIENCE
Peter	M	Caucasian	31
Esther	F	Caucasian	27
Mary	F	African-American	5
Sarah	F	African-American	5
Ruth	F	Caucasian	4
Samuel	M	Caucasian	7
Rachel	F	Caucasian	2
Nahomie	F	Caucasian	8

*Case #1 (Peter)*

Peter is originally from the Northern part of Indiana, a small town of 17,000 people of which 10% are African-American. He has been a language arts teacher for the last 31 years. Peter has been assigned to North High School for the last 20 years. He is currently teaching tenth grade general educational language arts classes. Peter's first year of teaching in Florida was extremely overwhelming. He described,

Hmm, until I came to Florida, I had no experience whatsoever. Hmm, but at one point, I was teaching basic students, and that was by my request. I enjoyed the kids. I enjoyed the classes. The classes tended to be smaller. And before there was an ESOL program, we started moving the ESOL students into the basic classes because that was the closest that we had for them at that time. And that's how I came to know them and, I found for the most part, I enjoyed them. Hmm, when the classes became entirely ESOL students, I realized that it was over my head and I really didn't know how to handle that. I was getting students who spoke no English whatsoever. My first experience was with a girl from South America. There were two other Hispanic speakers and I put them together and it worked very well. But when it became the majority of the class that didn't speak English, I certainly knew, hmm, that I didn't know how to do this.

During that same period, the schools recognized that there was a problem and they began an ESOL program. Peter explained that he had some absolutely wonderful ESOL students in his classes. And as with any experience, he had some problems too. Peter said that "it has been an education for me too. I learned as much about them and their cultures and backgrounds. I also realized the vocabulary and the incredible range of education that the students have acquired." Peter mentioned that he had no prior significant multicultural exposure, and he did not have to complete the required ESOL endorsement classes since he was grandfathered by the META Consent Decree; he was already a veteran teacher at the time that the legal settlement took effect.

#### *Case #2 (Esther)*

Esther has been teaching for a total of 27 years. She taught Social Studies for some years and then decided to pursue a Masters degree in English. She is currently teaching ninth and eleventh grade "Honors" English. Esther grew up in a small fishing village in Maine with a majority of white Anglo-Saxon Protestants. She considers herself a multicultural individual. She said that her attitude toward teaching ESOL students in her mainstream classes is not any different from teaching any other students. Esther has been ESOL grandfathered for fifteen years. She maintained that she had the opportunity to attend several professional development workshops at the local school district level that emphasized cross-cultural sensitivity issues. In terms of multicultural experience, Esther said that she enjoys having mainstreamed ESOL students in her classrooms. She asserted that by having a diverse group of students, it

helps her to reminisce when she used to orchestrate a yearly multicultural fair at the school where she previously taught.

### *Case #3 (Mary)*

Mary is a native Floridian. She has been an English teacher at the same school for four years. Mary always wishes that she had learned another language. However, she never foresaw that someday she would have become a language arts teacher since she was a Business major. Mary believes that all students can succeed. She stated that “Because the ESOL students are learning a new language, that does not mean that they are dumb.” Mary also maintains that she understands the idea of being stigmatized. Mary attended a predominantly white college where she used to be the only person who did not resemble everyone else. Interestingly, Mary conveyed that she knows how it feels to be different or to think differently. She then said that experience alone empowered her to understand what the ESOL students are going through. Mary has no former experience in teaching ESOL students. Mary deliberately requested to teach ninth and eleventh grade “Basic” English since one of her main goals is to equip low-performing students so they can be promoted into the “Regular” or even “Honors” English classes. Mary described herself as an advocate for her students. She explained,

I have no problem teaching the ESOL students whatsoever. We have an ESOL program that’s trying to empower these ESOL students to mainstream into regular classes. And I have no problem with that. I just make sure I understand all the modifications that are to be followed and the strategies that I need to incorporate. No real big challenges, for instance, they may not pronounce something properly and in that case, I would correct them and move on...

Mary expressed that her joy, to teach ESOL students in her mainstream classes, lies in the fact that she can empathize with them. Additionally, she explained that her students know that she is interested in their own cultures and that helps them to connect with her.

#### *Case #4 (Sarah)*

Sarah grew up in Ohio. She explained that she had no multicultural exposure whatsoever. She stated that living in Florida is a whole new world for her. She said that she was extremely sheltered in her community in Ohio and, therefore, beginning to teach in Florida was a major challenge for her. "I had to learn to open my eyes and learn to embrace diversity." Sarah has been teaching language arts in the same high school for five years and has completed one of the five ESOL endorsement courses thus far. She currently teaches tenth-grade "Honors" and eleventh-grade "Regular." With regard to multicultural exposure and experience, Sarah had the opportunity to work with students of diverse cultural backgrounds during her internship. She said that her experience was extremely helpful since she did not have any prior multicultural experience. Furthermore, Sarah stated that she enjoys teaching the linguistically and ethnically diverse students in her general education language arts classes. She maintained, "It's necessary. I don't think we should differentiate between ESOL and ESE and so forth. It's that everyone learns at a different pace...and we have to take those and adjust the pieces. When you think of it, it's not fair to direct your attention to just one style as opposed to all styles. America is diverse and in the classroom your

teaching style must be diverse.” Sarah contended that she is honored to have the opportunity to contribute to the educational journey of students from so many nations. She is convinced that “the majority of ESOL students take their educational endeavor a bit more seriously while their whole attitude toward learning enhances the classroom climate. Finally, Sarah does not prefer a specific ethnic group. She enjoys diversity. “I truly enjoy diversity now! After growing and see the importance of diversity, I want to fully embrace diversity. I want to teach my daughter that it’s all about diversity. I’d become bored if I had to teach one specific group. I am a multicultural person!”

#### *Case #5 (Ruth)*

Ruth is a very energetic participant. She is a fairly new teacher. She is in her fourth year of her teaching career. Ruth is currently teaching ninth-grade “Regular” English classes. With great enthusiasm, she expressed that she was fortunate to be awarded a full scholarship to complete her Masters Degree in Multicultural Education in which she will, automatically, become an ESOL endorsed teacher upon the completion of that degree. Ruth was born in Vermont and was raised in Maine. She said that she was not exposed to a wide range of cultures. As she reflected upon the challenges of her teaching career, she said, “You know, I had some difficulties during my first year of teaching. I was brand new. I didn’t have any experience and I didn’t understand a lot of things. I didn’t even understand where they were coming from. I was not prepared at all. I was never told that it was not appropriate to not tell them that they were not allowed to speak their languages. But throughout the years, I learned a

lot.” Ruth took three years of French in high school and two years of Spanish in college. She conveyed that making the attempt to learn a new language helps her to become more empathetic toward teaching former ESOL students in her general education classes. “I am sensitive to the fact that, you know, it’s so difficult to learn another language, especially the English language. I’ve been educated in this country for so many years and a lot of students come here without having education or formal education from their country. It can be very tough.” Ruth experienced a lot of discrimination at a very early age because her mother is gay. She said that it was the most hurtful period in her life when her classmates or children from the neighborhood used to perceive her or treat her as an “outcast.” She mentioned that her past and painful experiences compel her to appreciate diversity due in large part of her mother’s sexual orientation. Ruth believes that her personal and past experience have an effect on her attitude concerning teaching ESOL students in her general education English classes. She described,

Professionally, you know my background and the course that I’ve completed definitely affect the way I perceive and treat my ESOL students since I know where they are coming from. Also, I was in Daytona Beach and it was Spring break and I had a flat tire in the middle of a huge road and I had to walk in the middle of a crowd of Black people and people yelled at me and they were mad at me. And it affects the way I am. So I learned to teach all my students to appreciate all different kinds of people.

Ruth said, “I feel lucky; they bring different perspectives into the classroom and the other students do get to benefit from that.” Also, because she has acquired some knowledge, she asserted that she is more confident in teaching mainstreamed ESOL students.

Ruth revealed one of her personal wishes is to see that one day all staff members will be able to understand the mainstreamed ESOL students and comprehend where they are coming from since their transitioning period can be difficult even though they may have acquired a certain degree of English proficiency. She explained,

Give the staff an overall exposure about these skills. It would be some cross-cultural sensitivity skills that they greatly need. Too often, only the English teachers and ESOL teachers are required to attend some training. Ninety-five percent of teachers are not being educated on these matters. Help them to understand about diversity and prejudice. It's about social growth!

#### *Case #6 (Samuel)*

Samuel has been an English teacher for the last seven years. Throughout his teaching career, he taught mostly tenth-grade general educational language arts classes. Samuel is also a native Floridian. His earliest upbringing was not multicultural. He said that his father was a history teacher. His father imparted on him the value to appreciate people of all backgrounds. With regard to his previous educational experiences, he explained that his college experience contributes to his attitudes toward teaching ESOL students in his general education classes. He said that taking graduate ESOL classes at a local university that endorsed him for ESOL also taught him how to better interact with former ESOL students. His second experience is that he earned a minor in Journalism from FAMU which is a historically Black college. "That puts me in a position of being a minority in a school. The shoe was put on the other foot. It enabled me to understand being a minority in a class. My perspectives are different from the others in the classroom."



Going into FAMU, I think it was a great experience. Just because I had so little experience in diversity and cultures and then to basically immerse in it was a great experience for me. Just to go and to realize that I could make friends exactly the same way I had to make friends, you know, with people from my own culture. But to go to into a totally different atmosphere and try to behave the same way and make friends the same way and experience similar successes. That experience, in my own closed world, was very valuable.

Samuel experienced racism and sexism at his first very job shortly after he graduated from college. He was officially hired to replace an African-American female employee. Samuel explained that he was terminated a week later so another African-American female could, ironically, obtain the job. Samuel conceptualizes that past experience as an “eye opener.” He said that particular experience was the only sort of discrimination that he could ever remember undergoing. Nonetheless, he added, it shaped his life in a very special way and caused him to be more sympathetic and compassionate toward teaching mainstreamed ESOL students since they may, presumably, have to face numerous discriminatory acts in America. Samuel maintained that he greatly enjoys having former ESOL students in his general education language arts classes. His main rationale has to do with:

Just not dealing with the same 30 similar kids. Kids bring in different attitudes, aspects, and perspectives to the class. Hmm, you send home an activity and kids bring back things that happen in their homes and then help the other students understand that to think outside of their own little world. So they bring that in the classroom everyday. Also, by using ESOL strategies makes me a better teacher. They remind me to place a lot of visuals when I’m teaching certain concepts. Those strategies are good for all students.

Samuel strongly stated that it is his job to teach all students in an equitable way regardless of their social classes, ethnicities, and spoken languages. His most

frustrating moment refers to when an ESOL student appears to have the potential to learn and succeed and has not yet mastered the English language.

#### *Case #7 (Rachel)*

Rachel is a beginning teacher. She has been a language arts teacher for two years at North School. She is currently teaching ninth and tenth-grade “Honor” classes. She contributes some unique aspects to the study in terms of her years of teaching experience, her educational experience, and her multicultural upbringing. Her parents were Anglo-migrant workers. Therefore, they had to travel to various geographical regions across the U. S. Rachel stated that she moved from California to Arizona, Tennessee, and Illinois. She said that she attended 25 different elementary and middle schools. Rachel was introduced to many cultural customs, thoughts, and ambiances and “because of that, I don’t even focus on it. It’s not a surprise; I’ve already met various different cultures. So it’s very natural. This sort of thing is just very natural...people just speak different languages and communicate at different levels.” Based on Rachel’s cultural upbringing, the notion of having mainstreamed ESOL students in her general education language arts classes is not new to her. Rachel expressed one main regret; it has to do with her involvement in extra curricular activities. For instance, Rachel is the cheerleading coach and the freshman class advisor. She also serves on several additional committees. She explained that the extra activities take 90% of her energy and cause her English instruction to suffer. In addition to Rachel’s rich multicultural exposure, she explained that taking an ESOL

class at the university level truly influenced her current attitude with regard to teaching former ESOL students. She described,

One technique that one of my professors used had a major impact on me. When we first walked in, the professor started speaking in Spanish, she gave quizzes and we turned around and we did exactly what the ESOL students do in class. If you come late, she yelled in Spanish at you know . . . she asked you questions then she would read a book in Spanish. And everything she did was in the Spanish. And we reacted the same way our ESOL students do. We looked to see what other teachers in the classroom were doing which was "cheating". Half way in the class session, she stopped and asked for our reaction and that specific activity helped me realize what our ESOL students have to go through.

Rachel explained how that specific course marked her life and helped her to have a more favorable attitude toward teaching mainstreamed ESOL students. She maintained that even Caucasian students have different aspects of their sub-cultures and that everybody is unique. She suggested that all teachers need to appreciate diversity and understand that students all come from different walks of life. Rachel believes that having high expectations for all students is equally important to having a good understanding of where the students are coming from. Rachel prefers to teach "Honors" classes since the "Honors" students' range of thought is beyond that of the normal students. However, she has no preference in terms of teaching students of different ethnic groups. In fact, she said that she can relate very well to her students because she had to learn how to speak Spanish at a very young age so she could survive while working in the fields where the majority of migrant workers spoke only Spanish. Rachel also thinks and acknowledges that mainstreamed ESOL students in the general education classes "add to the richness of the classroom!"

### *Case #8 (Nahomie)*

Nahomie has been an English and ESOL endorsed teacher for the last eight years in South Florida. She is currently teaching ninth grade general education language arts at North School. She grew up in a small city which was primarily of all Anglo-Saxon descent. Most people she knew were children of French Canadian or Polish immigrants. But it wasn't until attending a university that she really met people from different cultural and religious backgrounds. Nahomie said that when she went back to the university to complete her masters degree in English, she took a lot of coursework related to multicultural studies. She postulated that she did a lot of reading on the topic of cross-cultural understanding. Also, one of her experiences was to visit and observe urban, rural, large, suburban, and small schools. Nahomie explained that going to various schools and observing the diversity that existed or lack of it in other schools certainly contributed to her positive attitude. Furthermore, Nahomie stated that the idea of second language learners is not unusual up in the Northeast. She described, "As I was growing up, hmm, in the city across the river, there was a large influx of Puerto Rican students in the school system. Even in my own school, we had some small groups of kids whose families were from Poland. So kids who spoke a second language were not uncommon. I don't think it's near the level I see on a daily level here. But certainly, I have little experience here."

Nahomie's first year of teaching was in South Florida and that was definitely a unique experience on its own! Reflecting upon the challenges of her teaching career, she explained that she should have been more involved in things like curriculum. She

said that she sees a lot of work in the curriculum that need to be accomplished and educators don't always address the areas that they should. "We tend to look at, well, it's been always good so we should keep teaching this kind of material. To look at what alternatives do we have . . . Why are we still teaching these texts? Why should we add? Why should we remove? And so forth." Nahomie is the coordinator of the school newspaper and with respect to teaching mainstreamed ESOL students, she said,

You see my newspaper is a prime example. There's nothing like working with students who would bring completely different backgrounds and perspectives to things. They see everything differently. They are in a process. They are half in and half out in of a culture in some way, and that lends into different perspectives out there. They see and hear things differently from what goes on around them. They look at things very differently in my classroom. One of the reasons I teach regular level has to do with the movement forward in terms of where they are at the beginning of the year and where they go at the end of the year. And for the ESOL students, you know, it's even more noticeable; they often would make great strides in there. And just for classroom discussions, there is nothing quite like during *Romeo and Juliet*, getting a kid to say, Well...in my family, my mom is the boss...Oh! No, no, where I'm from, my dad is the boss and you don't get those. For my kids who aren't second language students who have perspectives that are limited by where they were raised hmm, often they never move from the area that they live throughout their whole lives, give them a perspective that they can't get otherwise. This is the beauty of literature and that's, you know, for me, I like that part of interaction, I like the exchange of information that takes place at that level.

Prior to teaching mainstreamed ESOL students, Nahomie believes that her multicultural exposure was partly influenced by her grandmother yelling at her in French when she was growing up.

I also read voraciously and I would read everything and anything. One of my desires in life, I wish that I could simply pick up a language not necessarily to speak as much but to be able to read it. Hmm, because so many authors I read in my lifetime are authors from another culture. I was lucky enough to take a course in college that was especially geared toward adolescents of diverse ethnic groups. So they were all books related to adolescents of diverse groups in a new culture. I think that was also definitely helpful. When I came into

teaching, I actually observed these things happening and realized what was going on.

Nahomie explained that experiencing discrimination in her social life helps her to hold a more favorable disposition toward teaching mainstreamed ESOL students in her general educational classes. “After your parents have a hard time with it, imagine anybody hurting you as much with that. But there are a lot of biases and a lot of prejudices.” She said that there are people that she thinks if they knew, they would simply just have a different attitude about her. “And the kids, you do deal with the everyday stuff, kids in my newspaper class they laugh at me because every time they got mad they go “stupid computer you must be “gay,”” and I would go... “Last time I checked, computers don’t have a sexual orientation.” “But you hear kids call each other names or make fun of someone who is gay or ESOL and you just have to deal with it as you would any other discrimination.” Nahomie contended that her cultural background and her having had hurtful experiences because of being a gay individual put her in a position to strive to treat everyone fairly.

I always try to let students know that I value who they are as a person, not those uncontrollable factors. Outside of school, I’ve dealt with the subtle stuff such as hearing others say something negative not knowing that I fit into that group. But I am also aware of the larger issues like not having the same rights as others.

As a result, Nahomie conveyed that her rich and sometimes painful experiences make her who she is now and influence her overall disposition as a teacher. “My own education and my life experiences are a part of that too. The kids have taught me an amazing amount – more than classes or workshops.

### *Classroom Observation*

Throughout the classroom observations, many reoccurring patterns were noted. Using the classroom protocol (see Appendix E) to compare and contrast the formed patterns, Peter and Esther had the least checkmarks. Reflecting on the collected data, it was reasonable to note their status as veteran teachers who tended to display a less favorable attitude as they taught in a diverse classroom. The other six teachers had almost an even distribution throughout the five analyzed categories. While no two teachers received similar checkmarks, the gathered information provided some in-depth understanding about the attitudes that the eight secondary general education language arts teachers displayed as they taught mainstreamed ESOL students.

### *Classroom Organization*

Of the eight teachers, only five had posters on their classroom walls that depicted human diversity. It was interesting to note that Esther who is a veteran teacher had numerous pictures of movie stars on her classroom wall. She also had a variety of ethnic groups. As a Caucasian female, she appeared to be appreciative of all kinds of people. The two African-American females who participated in the study were very different. Mary had different scenery on her classroom walls, while Sarah had neither pictures nor charts that reflected human diversity. The most noted commonality in patterns under classroom organization was among Ruth, Samuel, and Rachel. These three participants are new teachers. Ruth and Samuel are in the process of completing their Masters Degree in Multicultural Education. Throughout the course

Table 3

*Classroom Observation Data Analysis*

Classroom Observation Indicator	Peter	Esther	Mary	Sarah	Ruth	Samuel	Rachel	Nahomie
<b>CLASSROOM ORGANIZATION</b>								
1. The teacher uses visuals (charts, pictures and so on) that reflect race, ethnicity and gender in a non-stereotypic manner.	-	+	-	-	+	+	+	+
<b>ESOL STRATEGY</b>								
2. The teacher's selected materials include multicultural education criteria.	-	-	-	-	-	-	-	-
3. The teacher uses cooperative grouping.	-	-	+	+	-	+	-	-
<b>MODE OF DELIVERY</b>								
4. The teacher's lesson reflects human diversity.	-	-	+	-	+	-	-	+
5. The teacher uses different strategies to teach students with different learning styles and skill levels.	+	-	+	+	-	+	+	+
6. The teacher provides grouping practices to encourage success for all students equally.	-	-	+	+	-	+	-	+



Classroom Observation Indicator	Peter	Esther	Mary	Sarah	Ruth	Samuel	Rachel	Nahomie
<b>TEACHER-STUDENT INTERACTION</b>								
7. The teacher communicates high expectations and displays respect for all students.	-	-	+	+	+	+	+	+
8. The teacher encourages all students to participate in class activities.	-	-	+	+	+	+	+	+
9. The teacher reacts the same way to all students' feedback and answers.	-	-	+	+	+	+	+	+
<b>TEACHER NON-VERBAL COMMUNICATION</b>								
10. The teacher's voice tonality stays the same at all times.	+	+	+	+	+	+	+	+
11. The teacher appears to treat all students in a dignified way regardless of their ethnicities.	+	+	+	+	+	+	+	+
12. The teacher appears to be appreciative of all students' presence and effort.	+	-	+	+	+	+	+	+
13. The teacher seems to relate well with all students.	-	+	+	+	+	+	+	+
14. The teacher projects positive body language when responding to students' questions or comments.	+	+	+	+	+	+	+	+

of their studies, they must have learned the importance of organizing a classroom and making it culturally receptive in which all students can feel that people of their cultures are being showcased and valued.

### *ESOL Strategies*

None of the eight teachers selected multicultural education materials to teach their lessons. Rachel used Emily Dickinson to review figurative language such as nature, mood, and motive. As she introduced the lesson, she provided a sample set of written definitions on the board which was commendable. She facilitated the learning style of diverse learners. Ruth, on the other hand, introduced the “love at first sight” lesson and spoke very slowly. She then encouraged all of her students to think critically before commenting on the topic. All eight teachers presented some interesting lessons; however, none of them selected materials that entailed multicultural education criteria. They all used the literature textbook that the school district in that region requires them to use although they are permitted to enrich their lessons with other supplemental materials.

With reference to cooperative grouping, only Mary, Sarah, and Samuel provided opportunity for students to work cooperatively. There was not any Caucasian female teacher that allowed any grouping. Ruth did not encourage cooperative grouping while her presented topic which was entitled “Love at first sight,” was a very appropriate topic to divide students in groups and have them share their views. Samuel, on the contrary, managed to use cooperative grouping during both

observations. Samuel constantly circulated around the different groups to confirm whether the students understood and provided further explication as needed.

### *Modes of Delivery*

Of the eight teachers, three female teachers reflected on human diversity as they taught their lessons. Ruth, Mary, and Nahomie used thematic approaches that were relevant to all students' daily lives. Ruth's lesson revolved around "Love at first sight." Although there were numerous ethnic groups in her class, yet all students could relate since people's perception of love at first sight can be extremely diverse. Ruth also stressed that it was okay to disagree because that is the true essence of the human condition. Mary's lesson, on the other hand, emphasized human diversity by stating that "For every action, there will be a reaction and for every reaction, there will be a consequence." That theme reconciled the beauty of human diversity. It reconfirmed that all human kinds are subject to law. Finally, Nahomie's lesson on "voice of reason" touched on the notion that all individuals can be winners as they reason. People may use different thinking outlets to reason since they are so different in cultures and norms and mores, yet people from all walks of life can form a better accord by reasoning efficiently. In other words, people are very distinct yet interrelated in their reasoning.

With regard to the use of different strategies, six teachers used various techniques to teach students with different learning styles and skill levels. Some teachers referred to students' daily life experience to stress the relevancy of their

lesson. Some teachers engaged in some role playing scenes to accommodate students' different learning styles. Nahomie provided some context clues and role played with her students. Furthermore, she drew some pictures to facilitate the visual learners in visualizing the object to which she was referring. Nahomie even reviewed some root words with her students.

### *Teacher-Student Interactions*

The two veteran teachers did not interact with their students. They stood behind their desks at all times. They provided almost no praise to their students. Both Peter and Esther spoke with a monotone voice throughout the entire class period. They displayed no sense of enthusiasm whatsoever. Esther projected the notion that all students were the same and they were self-driven students. Throughout the entire class period, Esther only randomly selected students to read and interrupted them periodically to make a comment. Sadly, it was noted that most students fell asleep.

Ruth, on the other hand, constantly provided specific praises to her students. Ruth challenged all of her students to engage in her classroom activities. She also welcomed students' points of views and comments and made certain that students of all ethnic groups had a chance to articulate their standpoints. Ruth's playful style animated the entire classroom as she ensured that all students were learning. Samuel interacted with his students and motivated them to succeed in a very unique way. At the beginning of the class period, the students were directed to silently read a text and afterwards students were to write a reflective paragraph. Samuel managed to circulate

and read all 39 of his students' written paragraphs in the classroom as he commented on each of them and gave the students "high fives" and a handshake.

### *Teacher Non-Verbal Communications*

The observed patterns and nuances were very similar. Most teachers seemed to be appreciative of all students' presence in their classrooms. There were not any pronounced observable differences in the teachers' facial demeanor, voice tonality, response to student, or body language. Since everyone is unique in his or her interaction, some teachers were more energetic and more zealous. Rachel, for example, was very enthusiastic. She remained standing and physically dominated the classroom and left the students with no choice other than to stay engaged at all times. Rachel smiled a lot and her students smiled back at her as well. She spoke in Spanish, on some occasions, to her Latino students to arouse interest. Mary's classroom environment appeared to be one large and happy family. Mary's overall non-verbal communication was enthusiastic. She smiled a lot and sometimes modified her natural voice to entertain her students. Mary conveyed appreciation of her students' efforts and presence by tapping them on their backs and constantly smiled. Samuel displayed a great sense of compassion as he interacted with the mainstreamed ESOL students. He displayed several literary charts and posters to facilitate the different learners' learning styles. Sometimes, he simply walked toward some students to inquire as to whether the students understood the assignments. He blinked his eyes and the students nodded or shook their heads to communicate back to him. That scenario showed that

Samuel managed to establish a positive rapport with his students since they communicated even non-verbally with Samuel. Nahomie's classroom was warm and relaxed. For instance, Nahomie smiled and gave handshakes to students who orally participated in classroom discussions. She treated her students with dignity and respect. She used a lot of positive body language to communicate with her students. All of her students seemed to be motivated by her approach. Nahomie embraced diversity in her classroom. She silently greeted all of her students in the most unique way. She projected positive body language when responding to students' questions or comments.

In sum, all eight teachers colored the observations and added meaning to the investigation in many unique ways. Some displayed greater strengths in some categories than others. Peter and Esther showed the most weaknesses in the area of classroom organization, ESOL strategy, and mode of delivery. With respect to the selection of materials that reflect multicultural education criteria, not one teacher did. A few teachers used cooperative grouping. This discrepancy calls for comprehensive professional development training and workshops that are relevant to effective teaching of diverse learners. Also, the subcategory of teacher mode of delivery revealed some discrepancies as well. The majority of the teachers used only one pedagogical approach to teach all students. Most teachers stood up before the class, lectured for almost 30 minutes, and then assigned class work to students. Peter's non-verbal communication style was very dull. Peter's approach can be perceived as a "laissez-faire" type of communication style. Although Peter did not treat any student

differently, his monotone voice, his lack of enthusiasm and his limited, if any, body language when responding to students' questions, translated into an emotionally detached teacher. The eight teachers displayed more strengths in the area of teacher-student interaction and teacher non-verbal communication. Most of the teachers enjoyed having diverse student populations in their classrooms. Their feedback to students was warm and pleasant. Most teachers used a lot of specific praise to encourage their students to excel. The teachers' non-verbal communication alone was amazing. Their overall non-verbal communication cues such as body movements, postures, facial expressions, eye movements, and voice tonalities showed mastery as they silently communicated with their students.

#### *The Influence of Mainstream Teacher Previous Educational Experiences*

Most teachers reported that their college experience or taking additional ESOL courses contributed to their attitudes concerning teaching mainstreamed ESOL students in their general education language arts classes. Samuel, a seven year teacher, said, "Taking ESOL classes at one of the local universities taught me how to better interact with my students." An African- American teacher attended a college where the majority of students were Caucasians. She explained that her college experience had definitely prepared and helped her to become more empathetic when teaching ethnically and linguistically diverse students. Mary stated, "I, myself, went to a predominantly white college and I was the only individual who didn't look like everybody else...so I took that experience and I bring it to the table with my ESOL

students to let them understand that I know what's going on..." Interestingly, a Caucasian male teacher attended a predominantly black college and acquired a similar experience. He conveyed that unique experience afforded him the ability to perceive minority students through a different lens. Samuel contended that he learned to walk in the mainstreamed ESOL students' shoes. With respect to taking additional ESOL courses at a Florida regional university, Ruth explained how difficult it was for her to relate to non-native English speakers. She said, "As I'm completing my masters degree in multicultural education, I gain a lot of insights about different cultures of students and I know how to perceive them and treat them now." Sarah expanded on Ruth's response by stating how helpful one course was to her. Sarah disclosed that she learned about TPR, which signifies Total Physical Response. Sarah explained that this teaching technique encouraged her to physically exhibit the taught lesson. She further explained that she used her body movements to help students visualize the concept and obtain a clearer picture. One teacher revealed that her internship was really helpful for her. "During my internship, I had the opportunity to work with students of diverse backgrounds, and that experience really helped me to understand them better." The participants' attitudes toward teaching ESOL students have been influenced by many educational experiences. Two veteran teachers maintained that they learned how to teach and accommodate ESOL students while they were on the job. Peter, who is a veteran teacher of 31 years, said that, "Until I came to Florida, I had no experience whatsoever; as I started teaching ESOL students, it has been an education for me too."

Nahomie mentioned that she read a lot of cultural books when she was



completing her masters degree in education and it was also an “eye-opener” for her. Many teachers such as Samuel, Mary, Sarah, Ruth, Peter, and Nahomie expressed their joy at having had their attitudes being somewhat influenced by their college experience, taking some additional ESOL courses, attending workshops, or by learning while they were on the job. In addition to all of those shared excitements, the teachers have also shared some of their challenges, rewards, and motivations. The teachers’ challenges, rewards, and motivations were many. They ranged from personal to professional ones. With respect to some of their challenges, Ruth and Rachel expressed challenges that were very humanistic. Rachel said, “I should have warmed up to my students more.” She further explained that she felt that she could have been more successful if she had learned to connect with her students more. Ruth, on the other hand, stated “You know, I had some difficulties during my first year of teaching...I was not prepared at all. I was never told that it was not appropriate to tell them that they are not allowed to speak their languages.”

At least four out of the eight teachers described some of their challenges as humanistic and professional issues. Nahomie regretted not being involved in improving the curriculum while Rachel felt her active involvement in extracurricular activities somewhat affects her English instruction. Rachel explained that one of her main challenges had to do with maintaining a balance of her external involvement and her teaching career. Two teachers suggested that taking some additional ESOL classes would help them face their current teaching challenges with more confidence. Samuel stated, “Taking additional ESOL classes would help lessen some of the challenges that

I have in my classroom.” Both Mary and Esther postulated that they should have learned a foreign language to better communicate with their mainstreamed ESOL students.

Furthermore, all eight participants expressed some of their challenges or regrets that they face as they teach former ESOL students in their general education language arts classes. The challenges were stated profoundly and genuinely. In spite of the teachers’ numerous challenges on the job, they conveyed that their rewards outweighed their challenges. Peter, the veteran teacher of 31 years, said, “I had a superb student from Haiti who used to stay after school with me to help me with the other students. . . . He went on to college with some scholarship.” Ruth explained that it was a dream come true since she was awarded a full scholarship to pursue a masters degree in multicultural education. Nahomie who has been teaching for the last eight years defined her rewards in a very particular way: “So I took a risk and went out there recruiting kids that weren’t traditionally recruited to work on a school newspaper and I can’t see wanting to change those kinds of things... Really working and challenging those kids had been inspiring for me. . . .” Nahomie found her joy in breaking the norms and empowering mainstreamed ESOL students to become productive team members in the school newspaper project.

In terms of rewards, the teachers expressed their rewards from three distinct perspectives. Some conceptualized their rewards as acquiring further knowledge. To illustrate, Sarah who shared how sheltered she was in her childhood upbringing explained that the way she could reward herself would be to obtain more education.

She said that, in that case, she would be better equipped to teach former ESOL students in her general education language arts classes. Ruth is as motivated as Sarah. She is working diligently on her masters degree since it will afford her more insights about interacting and educating diverse students in her classes. Peter, Esther, and Samuel contended that their rewards of teaching mainstreamed ESOL students in their general education language arts classes revolved around any student's minimum progress. Esther said, "My rewards are when my ESOL students can smile and give me a high five." Rachel explained that bonding with her students is of utmost importance for her. She maintained, "They see all different sides of me and it actually helps with my content and instruction."

The last concept that the teachers described was self-motivation. The interview item was stated as: "Why do you teach former ESOL students in your general education classes?" That question aimed at determining what motivates the teachers to teach mainstreamed ESOL students in their general education language arts classes. The teachers' verbal responses were rich and colorful. They shared many views and perspectives. Sarah, Samuel, and Peter explained how it is part of their work assignment. Most importantly, in addition to fulfilling their duties, they perceived the teaching of former ESOL students in their general education classrooms as a labor of love. Ruth stated, "Because I have some experience now and I have some training, I hope that I can help shape their experience now." She added, "I really love them and I learn from them." The teachers' comments mirrored how reciprocal it is to teach ethnically and linguistically diverse students. They conveyed that not only did they

impart knowledge to those students but they also gained some knowledge from the students in return. Nahomie described, "There's nothing like working with students who would bring a complete different background and perspectives to things...I like that part of interaction." Peter explained, "Well, first of all, it's not that I have a choice. But I don't think I would object to it at all. I think by having different perspectives and backgrounds, the class is made far more interesting. The greater variety of backgrounds we have, the greater variety of attitudes and opinions can certainly bring much more to the discussions than if we have a completely homogeneous group."

#### *Role of Specific ESOL Courses*

When it came to local school district professional development training, the majority of the teachers reported that they had not received any specific ESOL training. Peter who is a veteran teacher and who has been teaching for the last 31 years maintained, "I cannot single out...Perhaps the reading workshop techniques were somewhat helpful." The participants constantly referred to the mandated ESOL courses that all public school language arts instructors in the state of Florida have to complete. Nahomie and Samuel agreed that they received some ESOL-related insights via some college courses that they attended. For instance, Samuel said, "I think the courses at one of the local universities have been most helpful. I found most interesting in the textbooks that I was assigned to read that in some cultures, some kids don't look adults and elders in the eyes." Nahomie said, "As I was completing my

required five courses, the classroom discussions were very helpful about anything you know, like how kids look at time to how kids are going to respond to discipline in the classroom.” Ruth was more straightforward in her comments. She boldly stated that, “No, we really don’t receive any specific ESOL training” Furthermore, some teachers such as Peter and Esther quickly responded that they were grandfathered in under the META Consent Decree and, therefore, they did not necessarily have to obtain further training. Mary stated, “The school district made clear that it is mandated that we incorporate the ESOL modifications and strategies, but I can’t say that I’ve been to any specific ESOL training.” Only a few teachers clearly stated that they obtained some ESOL training at the district level that they found helpful. Overall, not one teacher contended that they received any specific ESOL training.

With regard to the META Decree’s required courses, three out of the eight participants are in the process of completing the five mandated courses. Mary explained, “I’ve completed my Methods and my Linguistics courses. I have three more to go at Nova University.” Ruth said, “I got a grant and I’m taking them at a local university...they are helpful...all teachers should be taking those courses!” Nahomie started taking the courses at the district level and was redirected to finalize at a university due to some administrative changes. Only Esther and Peter did not have to complete the five ESOL mandated courses since they were exempt. However, Esther mentioned, “I was grandfathered, but I had to attend many ESOL related workshops at the county level.”

Table 4

*Teacher Demographic and ESOL Endorsement Profile*

NAME	GENDER	ETHNICITY	YEARS OF TEACHING EXPERIENCE	ESOL ENDORSEMENT STATUS
Peter	M	Caucasian	31	Grandfathered
Esther	F	Caucasian	27	Grandfathered
Mary	F	African- American	5	Completed 2 out of 5 courses
Sarah	F	African- American	5	Completed 1 out of 5 courses
Ruth	F	Caucasian	4	ESOL endorsed
Samuel	M	Caucasian	7	ESOL endorsed
Rachel	F	Caucasian	2	Completed 1 out of 5 courses
Nahomie	F	Caucasian	8	ESOL endorsed

Rachel, Samuel, Nahomie, Ruth, and Mary expressed great enthusiasm about the courses that they have taken at the university level thus far. While only few teachers articulated the benefits and influences of specific ESOL courses, seven out of the eight participants maintained that they had some significant multicultural exposure. Four teachers stated that they took a foreign language both in high school and college. Rachel's experience was very unique and contributed a wealth of thoughts to the study. She stated that "Yes, I interned hmm, in a high school down in...There was a large Haitian population. It was very diverse...Hmm, that was extremely helpful...that was a great experience and I rethought everything"

All the teachers, with the exception of Peter, agreed that they have had some multicultural contacts. The emerged patterns were a) taking foreign languages in high school or college; b) interning in ethnically and linguistically diverse schools; and c) participating in some international event or organizing some multicultural events.

### *Teacher Suggestions*

To better comprehend the coping mechanisms that in-service teachers use to enhance their affective behaviors, the eight teachers played the role of an expert and provided some in-depth recommendations to a case scenario that was presented to them. The case scenario referred to “a mainstream teacher who teaches in a multicultural classroom and who lacks soft skills such as empathy, cultural sensitivity, and so forth.” Consequently, their responses focused on knowledge, skills, and attitudes. In terms of knowledge, Sarah stated, “The first thing is education.” Samuel corroborated Sarah’s standpoint by saying that a teacher who lacks soft skills can enhance his or her knowledge by “having students write essays about their cultures and learning from them as well.” Ruth also emphasized the importance of education by stating that “I think every single teacher should be required to take the five ESOL endorsements classes . . . they can really learn about cultural sensitivity and how to treat the mainstreamed ESOL students.” Esther supported all the three previously mentioned participants’ suggestions. She said that the teacher from the particular scenario ought to be trained prior to teaching ethnically and linguistically diverse students.

Mary, Sarah, and Samuel explained that teachers who lack soft skills needs to work on their cultural sensitivity and interacting skills and cultural understanding. Sarah touched on a vital point. She stated, "We need to reflect on our practices because sometimes, we forget . . . for example, I talk very fast and that can be a problem for some students . . . so stop and reflect." That advice is applicable to all teachers. Rachel has been teaching for two years, and she felt comfortable to share her own weaknesses and learned to reflect on her teaching practices. Peter expanded on the attitude context of the scenario and said, "My experience has been the number one rule. Don't single them out! Don't make or allow them to feel "special" or "different." Peter addressed a very delicate issue since teachers have the power to make a student feel welcomed or simply the contrary. Lastly, Nahomie summarized the three identified dimensions of the scenario. She stated,

Teachers need to learn to shut-up and listen and watch...too many of us came up with too many presumptions and assumptions about what we are going to see . . . Take advantage of your resources. . . . It might break a few assumptions and barriers about what we're doing.

### *The Influences of Personal Contacts with Diverse Cultures*

Rachel's upbringing was very colorful. She described,

Hmm, gosh, well...we're Russian and my mother is Irish. But because we moved so much...Let's see in California, Arizona and obviously, we met tons of Mexican population out there, the Indians, when we were down here...In the migrant field, I also interacted with Hispanic individuals and little children. You're the only white family out there, you have to learn Spanish or you don't communicate. So it was a "do or die" situation. Me and my sister we all learned how to speak Spanish really young. And at the college level, at Florida State, socially, I was an introvert and then I came up here... FAU. I really like.



Down south in Miami, I really like...I like that sort of international feeling. Increased exposure makes you just aware of it. I didn't like Florida State, it was all primarily whites and yet I did not clash with them.

Rachel had an opportunity to empathize with ESOL students. Like she said, she had no choice other than to learn to communicate in Spanish to survive. Nahomie's cultural experience was also rich. She grew up in a middle class environment, and her grandparents were French. Rachel's parents knew French but did not communicate in French with her. She added, "There were few African-Americans who were in the school. There weren't enough students to have some types of grouping." The other participants revealed that they did not have a multicultural upbringing. On the other hand, the discriminatory experiences that the eight teachers experienced caused them to become more empathetic individuals. Six of the teachers stated that they were discriminated against in their social life. Mary felt that it had to do with her physical appearance while Ruth explained that the fact that her mother is gay caused her to suffer alienation and cruel treatments from her childhood classmates. Rachel had to face some social rejection. She explained that "When we lived in Tennessee, we were outsiders just by virtue of not being from the towns, even though we were whites." Moreover, Nahomie believed that her social life is a misery in itself. She explained,

Hmm, yeah, I think everybody does at different levels at different times. Another aspect of my life. I'm gay and I have my days with that. I don't talk about it at school. As I get older, I'm less; I'm definitely more open about it. But in this field, this is a difficult situation. Even with my own family, I didn't come out until recently and hmm, the experience that I had with my parents when I first started was not great. It was very difficult and it's funny that at this point I care less and less about keeping that to myself than I care not to. After

your parents have a hard time with it. Imagine anybody hurting you as much with that. But there are a lot of biases and lots of prejudices. There are people that I think if they knew, they would simply just have a different attitude about me and I find that amazing and I find that interesting. . . . But the kids, you do deal with the everyday stuff, kids in my newspaper class they laugh at me because every time they got mad they go “stupid computer you must be “gay”” and I would go “The last time I checked, computers don’t have a sexual orientation.” It always makes them laugh. But you hear kids call each other names or make fun of someone who is gay and you just have to deal with it as you would any other discrimination, even though some things hit you on a personal level. . . . Outside of school, I’ve dealt with the subtle stuff such as hearing others say something negative not knowing that I fit into that group. People try to blame things on who you are not what you do. I do keep it out of the classroom and my professional life because I don’t see it as particularly relevant. My life outside of school doesn’t really make a big difference in what I teach or how I do it. And let’s face it; this is one of those topics that people and kids in particular like to make an issue of.

Sarah and Samuel stated that they were discriminated against based on their ethnicities. Sarah’s situation stemmed from playing sports. She said, as an African-American, “I was only a junior in high school, and I had to see there was still a separate feeling.” Samuel felt victimized because he is a Caucasian male. He replaced an African-American female in a job assuming that he obtained the job permanently. Contrarily, following only a week of work, the supervisor decided to replace him with another African-American female worker. As a result, Samuel became jobless. All eight teachers felt the fact that being discriminated against played a major role in how they perceive and treat others justly. Nahomie described,

I’m always clear about my position on treating anyone unfairly because of things like race or religion or ethnicity or whatever, so it is easy to include sexual orientation in that. I always try to let students know that I value who they are as a person, not those uncontrollable factors.

### *The Influences of Previous Contacts with ESOL Students*

The eight teachers' personal and professional past experiences played a vital role in the way they treat and conceive of mainstreamed ESOL students in their general education language arts classes. All eight teachers explained that they were the make-up of their personal lives and past educational experiences. Some teachers conveyed that their teaching styles have been shaped from teaching diverse groups of students and by completing the required ESOL courses. Samuel stated, "I think working here with such a diverse population of students helps me to better understand and know not just from my courses but also from my students, where they come from...and I get to know my students' learning styles." Nahomie built on Samuel's testimony and said "My own education and my life experiences are also part of that too. The kids have taught me an amazing amount of knowledge, more than classes or workshops." Overall, most of the teachers strongly asserted that the knowledge that they acquired through simply teaching almost outweighed their personal experiences and previous educational experience.

Actual teachers' perceptions were an important component of the study. Interestingly, the eight teachers responded differently yet in a unified pattern. Not one teacher was neutral or negative. They all expressed positive feelings such as confidence, pride, empowerment, dedication, and compassion. Sarah stated that "Actually, it's an honor! I enjoy it...The reason why, they provide a warm learning atmosphere; they enjoy learning and they make you want to teach." Esther explained how proud she was to have a former ESOL student in an Advanced Placement English

class. Samuel, on the other hand, described that “I enjoy it. Kids bring in different attitudes, aspects, and perspectives to the class. Also, by learning how to incorporate ESOL strategies in my teaching makes me a better teacher; those strategies are good for all students.” Nahomie and Rachel’s dispositions about teaching mainstreamed ESOL students in their mainstream classes were similar. In addition to expressing their appreciation toward the former ESOL students’ cultural contributions in their classrooms, Nahomie contributed a unique thought by saying that “Another good thing about teaching mainstreamed ESOL kids is that sometimes you see more academic growth.” Nahomie was referring to how it is, sometimes, more transparent to observe a former ESOL student’s language growth.

With respect to the teachers’ preferences of students’ ethnic groups, five of the teachers clearly articulated that they did not have any preferences. Ruth was the only teacher who stated that she prefers to teach Haitian students instead of Mexican male students since they are not as motivated as the Haitian students. Mary and Rachel explained that they prefer to teach some specific levels of students. For instance, Rachel said, “I prefer “Honors;” I think their range of thoughts is beyond the normal students.” Peter described, “Rey, an outstanding ESOL student, was upset with Bs.” But his ideas of upset was how to make that better. Then to jump in and want to help other students made him an ideal student.”

The teachers defined their memorable events with a large range. Some teachers explained that their main joy derives from seeing their students progressing daily. Ruth stated, “I have that student who loves to read, and sometimes I have him switch

from a very monotone voice to a very dramatic one. He would be smiling by the time that he masters the deep voice. These little things are unforgettable.” Some teachers took pride as they empowered a student for life. Rachel shared one of her most memorable events. She stated, “There was a student I taught. I know that this student was very close to being gifted and I brought it up.” All eight teachers described their memorable events as they were teaching mainstreamed ESOL students in the most unique ways; yet they were all interconnected and the underlying elements reflected on seeing students academically improving and excelling.

On the other side of the continuum, seven teachers’ perceived disappointments could be grouped under lack of student academic progress or failure. Most of them expressed sympathy in terms of being disappointed when their students are not progressing at the anticipated rate. Samuel elaborated on this point by stating that, “I say the most disappointing moment is when a child may have the potential and the language and comprehension is not there yet.” Two out of the eight teachers also explained that their toughest moments had to do with when a student decided to withdraw from school. Nahomie expressed a unique disappointing moment that related to observing students who tried to deny their ethnic heritage. Nahomie said that act usually touched her utmost being. Finally, Sarah explained that, “I tend not to draw on the negative; it bothers me when other teachers refer to those kids as “dummy”; if a teacher is not positive, how can a kid be positive?”

### *Self-Assessment Checklist Data Analysis*

This third data collection instrument allowed the eight participants the freedom to reflect on their personal attitudes as they teach mainstreamed ESOL students in their mainstream language arts classes. The 17 questionnaire items were organized under (a) mode of delivery and educational experience; (b) ESOL strategy and specific ESOL training; (c) teacher-student interaction; and (d) teacher attitude toward teaching ethnically and linguistically diverse students. A scale of 1 to 5 was provided for the participants to rank their estimated efforts. 5 was considered the highest score and 1 was the lowest.

#### *Mode of Delivery and Previous Educational Experience*

Five questions (refer to Table 5) were designed to analyze the eight participants' attitudes toward prioritizing human diversity in their instruction. Six out of the eight teachers revealed that they embraced multiculturalism as the number one item on their teaching agenda. The two participating male teachers, Peter and Samuel, selected number 4 on the scale. The six females participants selected 5 which was the highest score. In terms of reassuring that their lesson plans were jointly tied to human diversity, their scores ranged from number 3 to 5. Peter and Mary marked 3 on the checklist, while Esther, Sarah, Ruth and Nahomie selected number 5. With regard to inviting people from different cultural backgrounds into their classrooms, there were more scattered scores. Peter, the veteran leader, ranked that item as 2 which was the

Table 5

*Self-Assessment Checklist*

<b>SELF-ASSESSMENT CHECKLIST INDICATOR</b>	Peter	Esther	Mary	Sarah	Ruth	Samuel	Rachel	Nahomie
<b>MODE OF DELIVERY</b>								
To what extent do you consider affirming human diversity a top priority for your teaching?	4	5	5	5	5	4	5	5
To what extent do your daily lessons reflect human diversity?	3	5	3	5	5	4	4	5
To what extent do your long-range curriculum plans promote multiculturalism?	4	5	5	5	5	5	5	5
To what extent do you use resource people of various race and social-class backgrounds, of both sexes, and who may be disabled other than on special occasions?	2	5	4	3	5	4	5	4
To what extent do your teaching strategies promote active learning and critical thinking?	5	4	4	5	5	5	5	5
<b>ESOL STRATEGY</b>								
To what extent do visuals (charts, pictures, and so on) reflect race, gender, and handicap diversity in a non-stereotypic manner?	4	5	4	5	5	4	4	4
To what extent do your regular instructional materials include people who differ by race, sex, class, and handicap in a non-stereotypic manner?	4	4	3	4	5	3	3	5
To what extent do resource materials do this?	4	4	3	3	3	3	4	5

To what extent does your plan for selecting materials include multicultural education criteria?	4	5	4	4	5	4	4	5
To what extent do you use different strategies to teach students with different learning styles and skill levels?	4	4	4	5	5	5	4	4
To what extent do grading and grouping practices encourage and reward success for all students equally?	3	5	3	5	5	5	5	5
To what extent do your tests reflect sensitivity to multicultural education?	4	4	3	3	5	5	5	4
<b>TEACHER-STUDENT INTERACTION</b>								
To what extent do you set and maintain high expectations for all students?	5	5	5	5	5	4	5	5
To what extent is nonsexist language used?	3	5	3	4	5	5	5	4
<b>TEACHER ATTITUDE</b>								
To what extent do plans for "special event" celebrations reflect diversity based on race, ethnicity, religion, or gender?	3	4	4	5	5	5	5	4
To what extent do you try actively to communicate with parents, especially those who are of lower class or minority background?	3	4	3	3	5	4	3	4
To what extent are notices sent home in the parents' language(s)?	3	1	3	2	5	5	1	4



second lowest score. Sarah was neutral and gave it a 3. Of the eight teachers, Mary, Samuel, and Nahomie selected 4, and that was considered above average.

Marie, Samuel, and Nahomie showed that they have not utilized multicultural resources such as community leaders and professionals to the extent that they should have. Esther, Ruth, and Rachel conveyed that they were doing an exceptional job inviting people of diverse views and cultures to speak in their classes.

Finally, the last self-assessment questions that were listed under mode of delivery referred to how the participants' teaching methodologies enhance student involvement and critical thinking. Of the eight teachers, six of them assessed their efforts above average while Esther and Mary ranked their efforts as 4.

#### *ESOL Strategy/Specific ESOL Training*

Seven questions elicited the eight participants' self-evaluated scores regarding the perceived impact of their application of ESOL Strategy. The participants rated the self-assessment checklist almost similarly throughout the seven posed questions. With regard to the questions that revolved around classroom organization including the non-discriminatory usage of visuals in the classrooms, three teachers labeled their efforts as very high and the other five teachers rated that item above average.

There were not any noted patterns. With reference to the incorporation of multicultural materials, three teachers rated that item as average and three other teachers ranked it above average. Ruth and Nahomie evaluated their efforts of utilizing multicultural materials as supplementary mediums in their lessons as perfect and ranked that respective item as 5. Of the eight participants, five maintained that they

often include multicultural education benchmarks as they select their teaching materials. Peter, Mary Sarah, Samuel, and Rachel marked the self-assessed checklist similarly by selecting number 4. The other three teachers, based on their self-evaluated scores, supported the fact that they always use multicultural education criteria to guide the selection of their teaching resources.

In terms of the applicants' teaching strategies aiming at accommodating students with various learning approaches and levels, Sarah, Ruth, and Samuel rated their level of expertise as perfect. The other five teachers selected number 4 which signified that they are reaching excellence as well. One of the items under ESOL strategy revolved around the influences of teachers' grading and grouping practices. Peter and Mary selected number 3 while the other six participants marked number 5 to explicate that their genre of evaluating and sorting students greatly enhance their students' academic achievement.

#### *Teacher-Student Interaction*

Of the eight teachers, seven of them suggested that they hold high expectations for all of their students. Seven participating teachers selected number 5 on the self-assessment checklist with the exception of Samuel who selected number 4. With respect to the other item that revolved around teacher-student interaction, Peter and Mary selected number 3 which translated into the fact that they either don't hold high expectations for all of their students or they don't communicate high expectations at all times.

### *Teacher Overall Attitude and Degree of Commitment*

Three items emphasized teachers' commitment level. Those three questions called on the teachers' level of dedication. The teachers were challenged to go beyond their regular teaching duties. For instance, one of the questions accentuated events that celebrate diverse cultures. Only Peter rated his response as 3 or average. Esther, Mary, and Nahomie selected number 4 which signified above average. Apparently, they inferred that they made valuable efforts to orchestrate or assist in school activities that promote multicultural understanding. On the other hand, Sarah, Ruth, Samuel, and Rachel gave themselves a perfect score of 5 which conveyed that they are proponents of organizing multicultural affairs.

The next question dealt with parental communication. That item received more 3s than any other item. Five out of the eight participants conveyed the notion that they are not too enthusiastic in finding means to effectively communicate with their students' parents. Esther, Samuel, and Nahomie gave that item a 4 which translated that they are striving to excel in this domain. Ruth, on the other hand, selected number 5. Ruth suggested that she constantly goes beyond her call of duty to communicate with parents of her diverse groups of students.

Finally, the last question also focused on teachers' dedication to manage sending notices to their students' homes that are translated into the students' home languages. That item received the most scattered scores. Esther and Rachel selected 1 which meant that they seldom send memos in other languages. Sarah chose number 2,

and that signified that she seldom sends notices in her students' native languages. Peter and Mary selected 3 to explain that sometimes they do go beyond their call of duty and manage to have memos translated into several languages prior to sending them to their students' homes. Nahomie was the only participant who rated that item as 4. Nahomie almost always send her notices home in her students' native languages. Ruth and Samuel circled number 5 to convey their utmost commitment to effectively communicate with all of their students' parents.

In sum, almost all eight participants managed to select 5 more than any other number. The teachers appeared to hold more favorable dispositions toward teaching mainstreamed ESOL students in their general education languages arts classes. There were not any pronounced differences of selected scores among the eight participants. They all esteemed themselves as highly dedicated teachers.

### Description of Data Analysis Interpretation

#### *Theme 1: Role of Previous Educational Experience, Cultural Books and Courses*

Although the participants were at various degrees in terms of advancing their teaching career, yet of the eight respondents, seven made mention of the influences of their college education and also the impact of simply taking some additional ESOL courses had on their attitudes. Sarah, Samuel, Nahomie, and Ruth explained that their educational backgrounds have enormously contributed to the way they interact with their mainstreamed ESOL students. The classroom observation substantiated their claims. All four teachers communicated high expectations for all students. Those four

teachers walked around their classrooms and assisted all of their students as necessary. Each of those four teachers responded to their students in a similar fashion with respect to giving feedback and providing guidance. Sarah, Samuel, Nahomie, and Ruth appeared to perceive their students through a positive lens. The self-assessment checklist corroborated the four participants' observed behaviors and verbal accounts. Sarah, Samuel, Nahomie, and Ruth assessed their setting and maintaining of high expectations for all students as great. They selected number 5 on the scale. Samuel also evaluated his level of holding high expectations for all of his students as above average. He selected number 4 on the 1 to 5 scale. Ruth explained that pursuing a masters degree in multicultural education assists her in perceiving other cultural groups in a more positive light. Being an educationally-oriented teacher can also help her to re-evaluate her practices. Ruth said, "By going to school, I gain a lot of insights about different cultures and groups of students, and I know how to perceive them and treat them now." Throughout the observations, Ruth displayed excellent cross-cultural understanding as she interacted with her students. She showed great enthusiasm as she taught her lessons. She respectfully approached each student to verify his or her understanding of the lesson. Ruth made sure that all students were on task. In the teacher self-assessment checklist, Ruth also assessed her anticipation of seeing all of her students succeeding as very high. She ranked her expectation level as 5.

In addition to the influences of acquired knowledge and skills, the participants explained that their previous educational experiences help them in expanding their sense of creativity and their appreciation toward human diversity. The classroom

observation partly supported the participants' statements with regard to becoming more creative as they teach in a multicultural setting. Of the eight teachers, five of them utilized visuals and charts that positively depicted people of various ethnic backgrounds. On the contrary, their observed instructional mode of delivery refuted their claims of possessing a greater sense of creativity and appreciation toward human diversity. Throughout the 110 minutes of classroom observation, only Mary, Ruth, and Nahomie taught some lessons that reflected human diversity. While almost all of the eight participants conveyed in both the interview and the self-assessment checklist that they highly affirm human diversity as a top priority in their teaching, only four of the eight participants encouraged cooperative work during their instructional delivery.

### *Theme 2: Influence of Specific ESOL Training and Empowerment of Self*

Although most teachers had difficulty remembering any "specific" in-service ESOL training, seven out of the eight respondents maintained that they managed to empower themselves with whatever types of learning opportunities they had available to them. The teachers expressed the willingness to continually want to build and expand on any ESOL-related training that they were exposed to aiming at sharpening their teaching skills. There seems to be a relationship between their self-empowerment level and their disposition toward teaching ethnically and linguistically diverse students. The teachers who claimed that they managed to acquire additional training also argued that they hold a more favorable attitude toward teaching the mainstreamed ESOL students. Ruth, Nahomie, Samuel, and Sarah, for instance, expressed their

ongoing desire to deepen their cultural knowledge repertoire. Their estimated efforts, thus far, seemed to cover an array of activities. Many of the participants are in the process of completing their masters degrees in multicultural education, while some simply voraciously read books related to the topics of cross-cultural understanding and multicultural understanding.

Some teachers also mentioned that learning from their diverse students is their main medium of strengthening their cross-cultural understanding. Thus, learning from their students explicates a great sense of humility and wisdom. According to the teachers, they strive to empower themselves enormously. They acquired the practical aspect of diverse ethnic groups and also enriched their learning process in the most naturalistic way. Some good examples of their self-empowering statements are listed in Appendix A. All eight teachers provided some sound advice to assist teachers who may be lacking in cross- cultural sensitivity, empathy, patience, or appreciation of diverse learners' contributions in the classroom. Samuel boldly suggested, "I would interact with my students. I would go to my peers who are from those cultures. Have students write essays about their cultures and you can learn from them as well." Sarah, on the other hand, conveyed that teachers need to reflect on their practices and on themselves. She proceeded to suggest that self-reflection can assist teachers cope with their professional issues and strengthen their weak points.

The self-assessment checklist data were very parallel to the teachers' expressed thoughts about the impact of specific ESOL training. The 110 minutes of classroom observation, on the other hand, refuted the participants' articulated and self-evaluated

responses toward using multicultural materials to enrich their lessons. Of the eight applicants, only three of them provided opportunities for their students to complete group work.

### *Theme 3: Personal Contact with Diverse Cultures*

A prime event that seemed to be conducive to the improvement of general education language arts teachers' dispositions toward teaching mainstreamed ESOL students was teachers having close interaction with diverse cultures. The teachers' learning experiences were expressed in many contexts and forms. Their actual learning process resulted in a deeper understanding on their part as they teach former ESOL students in their general education classes. The eight participating teachers conveyed that past cultural exposure influences the way they currently perceive their mainstreamed ESOL students. Sarah stated, "Stepping into Florida was a whole new world for me. By being sheltered, that was a major challenge. I had to learn to open my eyes. Again through cultural immersion and education, I learn a lot from the kids; the learning process itself is a service."

Throughout the observations, the teachers' non-verbal communication behaviors supported their knowledge gained via previous personal contact with diverse cultures. Of the eight teachers, seven of them maintained the same facial demeanors throughout their teaching sessions. Seven out of the eight teachers showed mastery of multicultural understanding. Many of the seven participants smiled constantly and created a pleasant learning atmosphere in their respective classrooms.



All the eight teachers treated their students respectfully and equally regardless of their cultural or linguistic backgrounds. Their projected body language was very positive. Esther, the female veteran, did not provide individual assistance. It appeared that she perceived her students as a homogeneous group. Her non-verbal responses were uniform. Peter, the other male teacher, did not seem to relate comfortably with all students. He sometimes intentionally denied assistance to some students.

While almost all the eight teachers contended that they acquired a wealth of multicultural skills and abilities via interacting with people of diverse cultures, when it came to enhance their communication channels with parents who may be non-English speakers, the rating was very low. Esther and Rachel ranked their efforts of sending written communiqués in the parents' language as 1 which inferred that they make minimal effort to communicate with their students' parents. The self-assessment checklist method corroborated the participants' statements about attaining a high degree of empathy through personal contact with diverse cultures. Almost all eight evaluated their efforts of valuing diversity as above average. However, the classroom observation revealed a different perspective. Of the eight participants, only three of them made certain that their lessons mirrored human diversity. Peter, Esther, Ruth, and Rachel did not provide any assigned group work nor did they encourage their students to work in pairs.

Many affective behaviors did emerge in this subcategory. All the eight teachers repetitively made reference to their ability of empathizing with mainstreamed ESOL students in their classrooms. They asserted that their personal and multicultural

experiences assisted them in becoming more compassionate. The teachers supported the notion that attending some college courses or some in-service training does not influence their level of caring or empathizing with mainstreamed ESOL students. Instead, they described that their personal life experiences and multicultural exposure provided them with a more effective terrain to strengthen their affective behaviors. Of the eight participants, seven of them shared how their entire lives were being altered and shaped due to the fact that they were discriminated against. They conveyed that the fact that they underwent certain discriminatory acts helped them possess a greater sense of receptiveness and understanding when dealing with former ESOL students in their mainstream classes.

#### *Theme 4: Teacher Attitude and Prior Contact with ESOL Students*

The teachers argued that they are motivated by intangible rewards. They viewed their rewards as seeing students progressing academically. They perceived their work as a “labor of love.” Nahomie explained, “Really working and challenging those kids had been inspiring for me.” While some participants mentioned that it is their duty to teach the former ESOL students in their general education classes, they also conveyed that their main joy derived from watching the mainstreamed ESOL students excelling. Furthermore, the teachers stated that they are motivated by the different ways that students contribute to the classroom. Peter, the 31-year veteran teacher, said, “I think having different perspectives and backgrounds makes the class far more interesting.” Many teachers expressed the idea of being inspired and

motivated by students' shared cultural views. The participating teachers, in their verbal statements, celebrated the heterogeneity of the classroom make-up by capitalizing on their students' unique cultural contributions. They defined students' multiple views as enlightening since their personal cadre of ideas are constantly challenged and stimulated. All eight teachers interpreted teaching former ESOL students in their general education classes as reciprocal. On one end of the continuum, they stated that it is a special calling to impart knowledge to all students who are assigned to their respective classrooms. On the other end of the continuum, they said that by interacting with the former ESOL students in their classrooms, they are also acquiring a body of knowledge in the most naturalistic milieu. The self-assessment checklist corroborated the teachers' verbal arguments. All eight teachers conveyed that they effectively interact with their students. Of the eight teachers, seven of them ranked the statement revolving around setting and anticipating high academic achievement among students as perfect. Only Rachel evaluated her level of expectations for all students as adequate.

The classroom observations supported six teachers' verbal accounts. The two veteran teachers, Peter and Esther, did not effectively interact with their students. They both seemed very detached in their attitudes and did not validate students' unique cultural contributions. Peter communicated with certain groups of students and completely ignored the rest. Esther used the same general praise throughout the entire class period. Esther witnessed that some students were off task and did not make any attempts to redirect them to stay engaged. Both of the veteran teachers' overall

interactions with mainstreamed ESOL students were observed as nonchalant. Peter gave unclear remarks to some of his students and did not make certain whether his feedback was satisfactory or not.

#### *Theme 5: Demographic Characteristics*

There were not any pronounced differences among teachers' gender and ethnicity. As they all described in their interviews, they were very receptive to teaching mainstreamed ESOL students in their general language arts classes. Both the Classroom Observation and the Self-Assessment Checklist supported the eight teachers' notions of holding favorable dispositions toward teaching former ESOL students. Of the eight participants, only two of them were males. The two male teachers' attitudes were not substantially different from those of the six female teachers. Both genders cared for their students and displayed favorable attitudes when responding to their mainstreamed ESOL students. The most noted differences referred to the kinds of visuals, charts, and pictures that the two genders posted on their classroom walls. The two male teachers had fewer posters with more black and white pictures than did the females. Both genders did not use any multicultural material supplements, and only three teachers encouraged and facilitated the use of cooperative grouping ESOL strategy. In sum, six of the participants showed great enthusiasm and were not greatly different in their verbal statements or behaviors.

With respect to the teachers' ethnicity, there was a slight difference. Mary, the African-American female, attended a predominantly white college, and Samuel, the

Caucasian male, attended a predominantly black college. They both maintained that their unique life experiences marked their lives. They said that their previous educational experiences contributed largely to their attitudes with regard to interacting with diverse ethnic groups. They become more empathetic and more appreciative toward diversity. They benefit from being an “outsider” and can, therefore, empathize with students who may be feeling alienated, at times, in a crowded classroom. Additionally, the two African-American females in the study used more humor in their teaching delivery and the mainstreamed ESOL students appeared to react positively to their sense of humor. But those two teachers interacted basically the same way with all students.

To the contrary, the two veteran teachers, Peter and Esther, were less enthusiastic in their interaction with their students. They both mentioned that they were exempt from attending most specific ESOL training. This was evident during the classroom observation. Peter and Esther showed lack of knowledge in ESOL strategy usage and cross-cultural understanding. Neither one attempted to identify the dominant learning style of individual students. They simply lectured as they remained seated throughout the 110 minutes of observation. Peter and Esther provided no specific praises to students.

### Summary

The events that helped mainstream teachers in formulating a more favorable attitude toward teaching ESOL students in their mainstream classes were quasi parallel

to Youngs and Youngs' (2001) study. Youngs and Youngs used previous educational experience, specific ESOL training, personal contact with diverse cultures, prior contact with ESOL students, and demographic characteristics to predict mainstream teachers' attitudes toward teaching ESOL students. Their main findings revealed that specific ESOL training played a major role in influencing mainstream teachers' attitudes. The three methods used in the current study complemented each other and helped produce objective data analysis. Teachers' verbal statements were being supported or refuted by both the classroom observations and the self-assessment checklist in some areas. Personal contact with diverse cultures and personal life experiences mainly contributed to mainstream teachers' attitudes. The used methodologies challenged the respondents to externalize and exhibited their deep-rooted attitudes concerning teaching former ESOL students in their general education classes. The notion of asking the participants to reflect on a past discriminatory act that they experienced and how they responded to it allowed them to express their plausible level of empathy toward interacting with minority students. Also, the teachers were requested to offer some advice to a teacher, in a scenario, who may be lacking some soft skills. Through their provided advice, many themes emerged and helped explore the different events that influenced general education language arts teachers' attitudes with regard to teaching mainstreamed ESOL students. The respondents explained that their personal experiences, whether it was facing discriminatory acts or the remembrance of feeling alienated in a college classroom or socially, heavily impacted the way they treat and view mainstreamed ESOL students.

They further explicated that their personal life experience taught them to better empathize with the mainstreamed ESOL students in their classrooms.

The 110 minute classroom observation supported and refuted some of the participants' verbal accounts. Among the three used methods, while the six non-ESOL grandfathered participants claimed that they acquired a great wealth of ESOL training, not one of those teachers supplemented their lessons with multicultural education materials. With reference to the use of cooperative grouping, only Mary, Sarah, and Samuel facilitated some student grouping activities. The self-assessment checklist methodology corroborated the eight participants' verbal statements and their observed affective behaviors to a certain degree. However, when it came to communicating with their students' parents who are non-English speakers, the self-evaluated rankings were lower than average. It transpired into the notion that not too many participants cared to go beyond their teaching assignment and attempt to involve non-English speaking parents in their children's educational process.

## CHAPTER 5

### CONCLUSIONS AND RECOMMENDATIONS

#### Introduction

This chapter will entail a brief description of the entire study including a synopsis of the research problem, the collected data, and findings. There will also be an elaboration on the study's methodology and findings since the researcher will provide a personal assessment of the entire research project. Following the conclusion section, the researcher will provide some recommendations for further investigation and practical implications for practitioners, professional development, and teacher education programs. The last section of this chapter will provide implications and recommendations for this present study to be further investigated.

Cushner, McClelland, and Safford (1996) maintain that the ESOL student population will increase by 40% by the year 2020. The (NCELA) National Clearinghouse for English Language Acquisition and Language Instructional Programs (2002) reported an estimated 4.5 million ESOL students enrolled in the K-12 U.S. schools during the 2000-2001 fiscal year. Sadly, the Florida Comprehensive Assessment Test's (FCAT) recent results revealed a pronounced discrepancy between



the reading scores of non-ESOL and ESOL students. Because the literature explains that teacher attitudes affect student academic success (Banks & Banks, 1989; Byrnes & Kiger, 1994; Clair, 1995; Markham, Green & Ross, 1996; Olusegun, 2001; Penfield, 1987; Youngs & Youngs, 1999; Youngs & Youngs, 2001), this current research aimed at exploring the particular events or life experiences that help influence general education language arts teachers' attitudes toward teaching mainstreamed ESOL students; previously, only a few studies have been conducted to address this phenomenon.

The researcher conducted in-depth interviews and classroom observations to obtain a rich description of events that influence mainstream teachers' attitudes concerning teaching mainstreamed ESOL students using Youngs and Youngs' (2001) five main indicators. The benchmarks were a) demographic characteristics, b) previous educational experience, c) specific ESOL training, d) personal contact with diverse cultures, and e) teacher attitude in relation to teaching mainstreamed ESOL students.

The researcher utilized a teacher self-assessment checklist adapted from Grant and Sleeter (1989); each respondent's score was analyzed to interpret the experiences that influence general education teachers' attitudes toward teaching culturally and linguistically diverse students. Furthermore, the researcher observed each participant twice for a total of 110 minutes to evaluate the classroom organization, the employed mode of delivery, and teacher-student interaction dynamics.

With regard to data collection, the researcher used four types of methods: A demographic characteristic questionnaire, a self-assessment checklist, interviews, and classroom observations. According to Merriam (1995), using three or more forms of data gathering techniques assists in triangulating the collected information.. The utilization of various data collection strategies reinforced the objectivity of the analysis process. The participants were a purposeful sample. They included six female and two male teachers from the Language Arts Department of North High School. The school is located in a low- to middle-class neighborhood in Southwest Florida. North High School contains a very diverse population. The ESOL population comprises one-third of the school enrollment.

The discussion of the research study reflects the research question that asked what events contribute to general education teachers' attitudes regarding teaching mainstreamed ESOL students. The main question had five sub-questions which expanded on a) the influence of teachers' previous educational experience, b) the role of specific ESOL training, c) the impact of personal contact with diverse cultures, d) the influence of prior contact with ESOL students, and e) the impact of demographic characteristics.

The literature review covered all aspects of the research question and related indicators. For instance, an intensive review of the literature was done to inquire about the influence of previous educational experience and specific ESOL training on mainstream teachers' attitude with regard to teaching former ESOL students. The influence that personal contact with diverse cultures has on general education

teachers' attitudes was also reviewed. The last two major components that the review of the literature focused on were the influences of prior contact with ESOL students and the impact of demographic attributes on general education language arts teachers' attitudes with respect to teaching ethnically and linguistically diverse students. Through various case cross-analyses and data triangulation, the eight language arts teacher's voices attached significance and worth to the investigation. All findings evolved around the five previously mentioned indicators.

#### *Influence of Previous Educational Experience, Cultural Books, and College Courses*

Seven out of the eight respondents conveyed that their previous educational experience played a major role in the way they perceive and treat former ESOL students. Seven participants suggested that taking college courses or reading cultural books assisted in strengthening their cross-cultural understanding. Additionally, those seven teachers explained that their previous educational experiences helped reinforce their empathetic behaviors and various additional skills such as patience, compassion, and cross-cultural sensitivity. Bouas (1993) noted that teachers who have had the opportunity to work in groups themselves became more receptive toward cooperative learning and even helped enhance their sense of confidence in terms of using a cooperative approach in their classrooms. This signifies that education is a major catalyst. In other words, general education teachers' previous educational experience such as college courses that encourage reading cultural books and intellectual discussions may positively contribute to general education teachers' attitudes.

Previous educational experience has the potential to influence mainstream teachers' attitudes concerning teaching ESOL students. Consequently, this current finding calls for comprehensive and in-depth cross-cultural training since continuing education, at large, significantly contributes to mainstream teachers' attitudes.

While some participants explained that their previous educational experience strengthened their knowledge and skills repertoire, some teachers also contended that their previous educational experience challenged them to constantly reflect on their cultural myths and prejudices that they used to hold regarding some ethnic groups. Youngs and Youngs (2001) corroborate this segment of the findings. The two researchers found that teachers' past educational events can equip them to be more receptive when dealing with former ESOL students in the general education classes. In fact, the researchers referred to previous educational experience as an array of activities ranging from enrolling in a foreign language course to taking a cross-cultural class. Walker (2002) and Merryfield (1994) reported that teachers are capable of refining their past educational experiences to enhance their classroom instruction or even their professional dispositions. The current findings stress the importance of pre-service and in-service education. While continuing education does not have to be formal, it can help enhance mainstream teachers' overall attitudes. In sum, previous educational experience does influence general education teachers in many ways and can even generate willingness to self-enhancement.

### *Role of Specific ESOL Training*

Most of the teachers had not obtained any specific ESOL training. Two of the participants were ESOL endorsed in accordance with the META Decree agreement. The other six participants attended some in-service ESOL workshops, and they defined them as vague. Some teachers referred to the college courses that they took to fulfill the META Decree's requirements. They maintained that the five courses were helpful. The teachers also mentioned that they learned a lot from their college cultural textbooks. Nelson (1998) also found that teachers who kept a journal and reflected daily on their teaching practices displayed a more favorable attitude concerning teaching diverse students. Ladson-Billings and Darling-Hammond (2000) maintained that mainstream teachers who embrace academic growth tend to be more receptive to teach non-native English speakers.

Samuel, one of the male participants, explained that as he was completing the five required ESOL courses at one of the local universities in South Florida, he learned more ESOL strategies from the assigned textbooks than from the actual courses taken. The self-empowerment tenet mirrors a direct parallel between attending specific ESOL training and general education teachers' attitudes toward teaching former ESOL students. The teachers who expressed more favorable attitudes toward teaching ethnically and linguistically diverse students in their general education classes also testified that they made tremendous efforts in acquiring additional and specific skill and knowledge. Many teachers conveyed that they read a lot about other cultures.

Also, they explained that building relationships with people from different cultures reinforces their appreciation toward diversity.

With respect to special training, many of the participants explained that they learned about the positive effects of incorporating ESOL strategies in their daily lessons. The six younger teachers stated that they made the extra effort to attend multicultural training during their personal time. Some explained that they attended multicultural festivals, participated in local college seminars, and heard guest speakers that focused on cross-cultural issues and trends. The teachers who were grandfathered and who were not required to further their educational process are at a great disadvantage since they acknowledged that they are less equipped to effectively meet the needs of their ethnically and linguistically diverse students.

The study's results accentuated the urgent need for reshaping the in-service training policies so all ESOL grandfathered teachers can benefit from training as well. Two participants (Peter and Esther), in spite of their lack of specific ESOL training, expressed that they hold favorable attitudes toward teaching mainstreamed ESOL students due to, perhaps, some intrinsic motives. Youngs and Youngs (2001); Winzer, Altiery, and Larsson (2000); and Solomon and Levine-Rasky (1994) maintained that specific ESOL training such as the use of portfolios and dialogues that address race relations and cross-cultural communication can empower teachers and influence their attitudes toward teaching ethnically and linguistically diverse students. Overall, the participants acknowledged some of their intent to refine their intercultural skills and expressed great motivation to further their cultural knowledge base.

### *Personal Contact with Diverse Cultures*

A prime event that seemed to be conducive to the improvement of teachers' dispositions toward teaching mainstreamed ESOL students was teachers having close interaction with diverse cultures. All eight teachers testified that significant multicultural exposure had a tremendous positive impact on their attitudes. They believed that teaching in a heterogeneous school milieu also encouraged them to embrace diversity. The teachers' personal life experience helps alter their attitudes in a more favorable direction. It was found that teachers who experienced some serious discriminatory treatments automatically became more empathetic and more receptive toward diversity at large. Personal contact with diverse cultural groups facilitates a self-transformational process among some teachers. Some conveyed a sense of being over-protective when interacting with former ESOL students in their general education classes. The teachers' interpersonal skills are sharpened and refined via these life experiences. Their knowledge base is also strengthened. The ability to walk in someone else's shoes cannot be taught. Rather, it is to be self-experienced and learned. Although empathy cannot be objectively taught, it takes emotional and both intrinsic and extrinsic motivation to want to respond to discriminatory acts in a constructive way. Nahomie explained,

I'm gay and I have my days with that. I don't talk about it at school. As I get older, I'm less; I'm definitely more open about it. But in this field, this is a difficult situation. Even with my own family, I didn't come out until recently and hmm, the experience that I had with my parents when I first started was not great. It was very difficult and ...after your parents have hard time with it.

Imagine anybody hurting you as much with that. But there are a lot of biases and lot of prejudices. There are people that I think if they knew, they would simply just have a different attitude about me and I find that amazing and I find that interesting. But the kids, you do deal with the everyday stuff, kids in my newspaper class they laugh at me because every time they got mad they go "stupid computer you must be "gay"" and I would go, "the last time I checked, computers don't have a sexual orientation." It always makes them laugh. But you hear kids call each other names or make fun of someone who is gay and you just have to deal with it as you would any other discrimination, even though some things hit you on a personal level. I'm always clear about my position on treating anyone unfairly because of things like race or religion or ethnicity or whatever, so it is easy to include sexual orientation in that. I always try to let students know that I value who they are as a person, not those uncontrollable factors.

The current findings of this study delineate that general education teachers' attitudes can be influenced via personal contact with different cultures and personal experiences which include attending an ethnically diverse university and initiating friendship with people from different cultural backgrounds. These types of events provide a wealth of knowledge, skills, and attitudes. Mahan and Rains (1990) support the current results. The researchers maintain that cultural immersion programs can assist in-service teachers in deepening their cultural knowledge and enhance their intercultural and interpersonal skills. Teachers will have the opportunity to become more acquainted with the first-hand acculturation process. In other words, as teachers allow themselves to leave the United States to reside temporarily in another country, this experience, alone, can deepen their multicultural knowledge base and expand the cadre of their humanness as they become more appreciative toward diversity. Also, it is worth mentioning that since cultural immersion programs can be costly, providing workshops that stress cross-cultural competencies for U. S. teachers can also influence



them to hold favorable attitudes as they teach non-native English speakers in their general education classes. Additionally, as teachers become more competent in interacting with students of diverse cultures, they will automatically become more globally attuned. Samovar and Porter (2000) substantiate the current findings and postulate that,

The ability, through increased awareness and understanding, to coexist peacefully with people who do not necessarily share our backgrounds, views, beliefs, values, customs, habits, or lifestyles can benefit us in our neighborhoods and also can be a decisive factor in forestalling international conflict. (pp. 1-2)

The current findings support Youngs and Youngs' (2001) and Mahan and Rains' (1990) previous findings. These researchers reported that cultural exchange has the potential to transpire personal transformation. The eight respondents' responses and behaviors show clearly the benefits of significant multicultural exposure. Hence, the outcomes of this present investigation outline the need for the institutions of higher education and training providers to re-evaluate their programs' components. It is vital that multicultural field trips, traveling abroad, guest speakers from different cultures, cross-cultural simulations, and cultural immersion experiences be incorporated in in-service and pre-service educational training programs to facilitate teachers' academic growth and enhancement of professional attitudes.

#### *Teacher Attitudes and Prior Contacts with ESOL students*

Previous contact with ESOL students contributed to mainstream teachers' attitudes. The majority of the participants described their experience as reciprocal. The

teachers highly regarded and valued students' cultural contributions in the classroom. They explained that mainstreamed ESOL students enrich the classroom discussions with their various and unique perspectives. The participating teachers were caring, patient, empathetic, trustworthy, and receptive to cultural diversity. Similarly to McInerney, McInerney, Cincotta, Totaro, and Williams (2001) and Byrnes and Kiger's (1994) study results, the participants emphasized the importance for ESOL students to maintain their mother tongues as part of their identity. That translates into a true acceptance by advocating the preservation of individual student's spoken language and ethnic heritage (UNESCO, 2003).

The eight general education language arts teachers expressed and demonstrated their appreciation of mainstreamed ESOL students' cultural contributions and, therefore, hold a more favorable attitude as they teach them. The teachers' attitude in relation to prior contact with former ESOL students was a worthy concept to analyze. The participants' prior contact with ESOL students could not be quantified. However, all eight teachers conceptualized and defined the benefits of having prior exposure with ESOL students as valuable. Many participants conveyed that they initially interacted with ESOL students by simply approaching them on campus and initiating a conversation with them. Other participants explained that they used to teach ESOL English courses, and they learned, on the job, how to interact with them. In sum, there is a plethora of events that afforded the eight participants enriched exposure with ESOL students.

The findings revealed that significant interaction with mainstreamed ESOL students influenced general education teachers to hold a more positive disposition toward teaching them. The participants expressed a sense of gratification toward mainstreamed ESOL students' success. The teachers were inspired to deepen their cross-cultural skills aiming to improve their interaction with their mainstreamed ESOL students. In short, former ESOL students' cultural contributions encourage general education teachers to leave their comfort zone and learn to appreciate the mainstreamed ESOL students for who they are in addition to their remarkable contributions.

#### *Demographic Characteristics*

There were not any major findings with respect to participants' demographic attributes. Reiger and Rees (1993) found that teachers who teach for more than ten years tend to be less motivated. Interestingly, two participants have been teaching for more than fifteen years, which reflected on their attitudes mostly in their non-verbal communication styles. They were perceived to be less enthusiastic than the younger teachers. Brousseau, Brook, and Byers (1998) reported that teachers who have been teaching for an extended number of years may have their personal values and attitudes influenced. This study's results found the two most experienced teachers to be less motivated. At times, they appeared to be less driven. This could be the result of receiving minimum training or no training at all.

In terms of gender, there was not any noted distinction. Chen (2000) found female professors displayed more proactiveness in terms of encouraging their students to complete cooperative work while the male professors favored a one-to-one approach. None of these aspects were noted in this study. The participants showed great enthusiasm and were not different in their statements or behaviors. Both male and female teachers hold favorable dispositions toward teaching mainstreamed ESOL students in their general education classrooms.

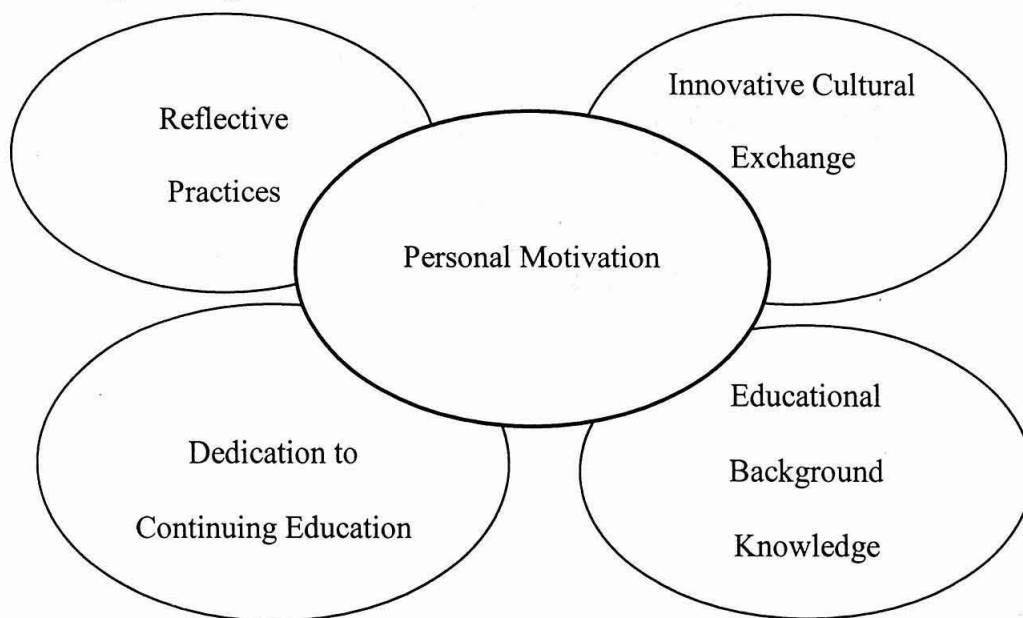
There was a slight noted difference among the two African-American female teachers. The classroom observation findings revealed that they used more humor as they taught and they stood closer when interacting with their individual students. Additionally, the two African-American female teachers conveyed that they could easily walk in the mainstreamed ESOL students' shoes based on previous discriminatory events that they had themselves experienced.

### Conclusions

Each participating teacher was unique in his or her past experiences. Their cross-cultural upbringing experiences were also very different. Their previous educational experiences affected their lives in some unique and special ways. The teachers interacted differently with their students. Although the eight teachers are from different American sub-cultures, all of them contributed different perspectives to this study. One common characteristic was the fact that they were all exceptional teachers

in their attitudes toward teaching mainstreamed ESOL students in their general education language arts classrooms.

The emerged findings contribute additional indicators for future research required to explore the events that impact general education teachers' attitudes concerning teaching mainstreamed ESOL students.



The acronym P.R.I.D.E. summarizes the five recommended indicators. They are:

1) *Personal motivation* revolves around the willingness that general classroom educators internally nurture in order to maintain favorable dispositions as they teach in diverse classrooms. In other words, even though general education teachers may be bombarded with all types of specific ESOL training and multicultural exposure, they themselves have to be cognitively motivated to positively regard former ESOL students who are assigned to their classrooms.

2) *Reflective practices* relates to conducting consistent introspection of one's own actions and their impact on others. This indicator compels general classroom educators to become their worst critics. They then learn to set up personal standards for themselves and continually strategize to make certain that they are progressing in all aspects of their lives; their classroom teaching practices may be overtly or subtly influenced by the continuous reflective process.

3) *Innovative cultural exchange* signifies that there is not a "one size fits all" method for general education teachers to enhance their cultural cross understanding. The resulting awareness facilitates their holding favorable attitudes as they teach former ESOL students. This notion calls on teachers' creativity paradigm. The findings substantiate that there is a plethora of cultural exchange approaches that general education teachers can explore. They are:

- a. Attending full immersion programs and college courses;
- b. Learning a foreign language;
- c. Reading of cultural books;
- d. Dialoging with students of all cultures;
- e. Building friendships with people of other cultural backgrounds;
- f. Corresponding with others from other countries via the Internet;
- g. Attending guest speaker presentations; or
- h. Traveling to different countries.

4) *Dedication to continuing education* stresses the importance of continually refreshing our knowledge repertoire as educators. The findings suggest that knowledge

does evolve and so should our educational journey. The participants of the current study frequently enhance their knowledge base and skills via numerous educational routes. Inevitably, our experiences become richer and broader as we enrich and diversify our perspectives.

5) *Educational background knowledge* refers to the educational foundation that general education teachers are expected to already have. Although it is not impossible to conceptualize a new theoretical framework, a more probable pattern is to build upon an existing knowledge base to facilitate the integration of the other aforementioned indicators. In other words, educators who have both breadth and depth in their prior academic experience will be more likely to continue to build on that foundation for themselves and to incorporate their collective learning into their teaching paradigm.

The task of identifying which of these five indicators has the stronger influence on the quality of one's teaching is beyond the scope of this research. However, there is no doubt that education, experience, or reflective insights can overcome negative attitudes or lack of motivation. In this study, the most highly motivated teachers evidenced the most positive attitudes toward their students; they also were the most effective in integrating their education, experiences, and personal understandings into their teaching of former ESOL students.

### Summary

While the main purpose of conducting this study was to explore the events and experiences that influence eight secondary general education language arts teachers'

attitudes concerning teaching mainstreamed ESOL students, it is worthy to mention that there is a link between teacher attitude and student learning (Byrnes & Kiger, 1994; Rios, 1993). Teachers' attitudes have the potential to enhance or detract from student academic success (Cummins, 1986; Nieto, 1994; Shade, 1995). Obtaining a profound understanding about the events and experiences that influence the eight secondary general education language arts teachers' attitudes concerning teaching mainstreamed ESOL supports the notion that teachers' attitudes can be influenced by numerous life experiences.

All eight participants agreed that their past educational experience and, most particularly, their personal contact with diverse cultures and their overall personal life experience largely contributed to their current attitude regarding teaching ESOL students. These exceptional teachers are very dedicated. They explained that teaching is their special calling. Therefore, many teachers conveyed that they are privileged to be able to teach different ethnic groups in their classes. Sarah stated, "Actually, it's an honor. I think that the majority of former ESOL students take their educational process a bit more seriously. They enjoy it and they make you want to teach." Again, those teachers deliberately chose to hold favorable attitudes regarding teaching mainstreamed ESOL students.

The participants attributed their success to their educational experiences and the diverse contributions that their former ESOL students contributed to their classrooms. Nonetheless, the teachers contended that their personal life experience and interaction with their students transcended their educational experience. It is difficult



to directly pinpoint what specific event or events led to the teachers' favorable attitudes toward teaching mainstreamed ESOL students. Job initiative plays a vital part since most of them did not experience any previous contact with diverse cultures. These exceptional general education language arts teachers showed favorable attitudes toward teaching mainstreamed ESOL students.

Understanding the various events that may influence the eight general education language arts teachers' attitudes toward teaching former ESOL students remains unique. As described by those teachers, there was a plethora of events that helped contribute to their inclination to hold favorable attitudes with respect to teaching the ethnically and linguistically diverse students. While the possible events can range from previous educational experience, specific ESOL training, personal contact with diverse cultures, previous contact with diverse cultures, and teachers' microcultural memberships, it is evident that the individual teachers' personal motivation also contributed largely to their favorable dispositions that they hold toward teaching mainstreamed ESOL students. The previously cited indicators or events facilitate the transformational process. Indeed, that process must have been nurtured from previous educational experience, specific ESOL training, cultural experience, interaction with ESOL students, and many other intrinsic motivations.

Convincingly, personal experience was instrumental in this process. The teachers conveyed how their personal experience and contact with diverse cultures helped shape their overall attitudes toward diverse groups. They became more empowered and, most particularly, more empathetic toward teaching mainstreamed

ESOL students in their general education language arts classes. While the cultivation of a specific genre of attitudes cannot be objectively taught, the study's findings support the fact that mainstream teachers' attitudes are malleable and, therefore, can be influenced by many external forces.

### Limitations

There is a minimum of limitations in this study. The first limitation revolved around sampling issues. The participating teachers were purposefully selected by these criteria: working experience with diverse learners, ethnicity, gender, and teaching discipline. There were two African-American females, two Caucasian males, and four Caucasian females. The make-up of the population of the Language Arts Department of North High School affected any attempt to maximize the divergence of views based on the ethnic characteristics of the participants.

The next limitation concerned the data collection timeframe. Information was gathered two weeks prior to the closing of the academic year. There was a possibility that the teachers felt overwhelmed with the numerous chores they had to fulfill including preparing for the graduation event. Some teachers were not interacting with their students at great length since the seniors had to present their senior projects. As a result, some teachers' verbal and non-verbal communications impacted the flow of the anticipated information collection.

Another limitation was the fact that most of the participants had almost never attended any specific ESOL training. Therefore, the teachers were limited in

describing the nature of the influences that specific ESOL training had on their attitudes toward teaching non-native English speakers in their general education language arts classrooms. It was impossible for the researcher to determine which type of specific ESOL training may influence general education language arts teachers' attitudes toward teaching mainstreamed ESOL students. It was worth noting that of the eight teachers, only three of them are currently ESOL endorsed. Two out of the eight teachers are grandfathered under the META Consent Decree. The remaining three teachers are in the process of completing the five required ESOL endorsement courses at some local universities.

The final limitation was the fact that the administration of qualitative inquiry requires that the researcher be the prime instrument for data collection. Based on the humanistic standpoints of the investigator, biases can be generated during both periods of data collection and analysis. Cautionary measures were taken to minimize the researcher's subjectivity. The researcher conducted many self-reflective assessments to acknowledge and refute personal presumptions. Consequently, the researcher made tremendous efforts to ensure validity and reliability of the study. However, it is worth mentioning that participant's feedback could have been impacted since they were aware that the researcher is a former ESOL student and has been an ESOL teacher for several years.

While these limitations affected the generalizability of the study's findings, these presented hindrances strengthen the data collection procedures for future study. It is evident that these eight general education language arts teachers do not represent

all high school general education language arts instructors who teach mainstreamed ESOL students. In the words of Merriam (1988):

Qualitative research assumes that there are multiple realities-- that the world is not an objective thing out there but a function of personal interaction and perception. It is a highly subjective phenomenon in need of interpreting rather than measuring. Beliefs rather than facts form the basis of perception. Research is exploratory, inductive, and emphasizes process rather than end. (p. 17)

The author stresses the fact that qualitative inquiry is a process. The limitations foster an invitation for other researchers to expand the current study while the eight participating teachers' rich voices echo the true essence of conducting a qualitative inquiry. They allowed the researcher to enter their personal world to obtain a deeper understanding concerning the events and experiences that impact the way they perceive and treat ESOL students in their general education language arts classes.

#### Recommendations for Practitioners

As the ESOL student population continues to increase throughout U.S. schools, more practitioners will face similar challenges. Pre-service and in-service teachers, professional development specialists, and teacher education programs are compelled to become more pro-active. It is imperative that teachers expand their knowledge base, skills, and attitudes since teacher attitude and student achievement are intermingled (Olusegun, 2001).

Addressing the diverse needs that immigrant students may be facing may not be too easy to enumerate or to solve. Nonetheless, practitioners are encouraged to strive to promote student academic achievement. As evident in this research, there are

a multitude of experiences that influence teacher attitudes concerning teaching mainstream ESOL students. The implication for practitioners is that they need to be carriers of hope if we are to have a strong teaching paradigm in the future. The implication for practitioners is that many events may positively affect our attitudes toward educating students that may be culturally different.

Nonetheless, it is a process and it will not happen overnight. Holding favorable dispositions toward teaching mainstreamed ESOL students in our general education classes will require strong commitment and, most particularly, an ardent passion. Undoubtedly, those eight participants were not born cross-culturally competent or committed to nurture positive dispositions toward teaching mainstreamed ESOL students in their general education language arts classes. Interestingly, the findings revealed that those eight teachers deliberately chose to be carriers of hope. The participants in this study aimed at strengthening the U.S. body of knowledge, and, in turn, invite all other practitioners to continue in expanding our consciousness level and cultivate positive dispositions as we prepare our culturally diverse future leaders.

### *Role of Teachers*

The results of this case study indicate that the eight participants hold favorable attitudes toward teaching diverse ethnic groups in their classrooms. Consequently, the current findings exhort teachers to strive to become reflective practitioners (Schon, 1983). The research outcomes demand that teachers conduct some profound introspection about the current attitudes that they hold toward teaching students who

are ethnically and linguistically different in their classrooms. There are numerous proactive strategies that teachers should strongly consider. They can facilitate some informal classroom dialogues in their classrooms with their students to strengthen their intercultural skills. Teachers can turn the teachers' lounges into a platform and exchange ideas. Taking some cultural trips can be a rich learning experience. Another way for teachers to enhance their cross-cultural understanding is to step out of their comfort zones and learn to build friendships with people outside of their respective cultures. Since experience cannot be evolved from a box, it takes an adventuring attitude to attain new wisdom or to simply rejuvenate one's emotional being.

Reading of cultural books can also be a very financially conservative way to enhance one's knowledge. This approach is perceived as conservative for many reasons. Reading cultural books is very economical. Teachers can choose to affiliate with a community book club in which they won't have to purchase books. Next, the public libraries usually have some great collections of cultural books, and the services are generally free. Also, some school districts do have in place a professional library where teachers can borrow books at no charge. While some teachers may not be able to travel outside of the U.S. and immerse themselves into some other cultures, another advantage of reading cultural books and group discussion is that it may strengthen teachers' knowledge repertoire and influence teachers' thought processes.

The universities and both the professional and public libraries contain multicultural resources and materials from which teachers can benefit. While it will be impossible for most pre-service and in-service teachers to travel to all the different

countries that their students are from to learn about their cultures, there must be numerous documentary films and videos that pre-service and in-service teachers can use to heighten their multicultural knowledge and personal dispositions as they teach in a multicultural classroom setting. Too often, lack of knowledge can create many boundaries that prevent teachers from building authentic rapport with students of diverse cultures. Consequently, the key to better accord and understanding of students from other cultures lies in self-reflection and continuing education.

With respect to continuing education, Gonzalez and Darling-Hammond (2000) maintain that teachers need to be provided with meaningful opportunities where they can combine theory and practice. The two researchers proceed to say that teachers need to be guided with core ESOL strategies that may assist them to truly understand and value all students' cultural contributions to the classroom. Gonzalez and Darling-Hammond (2000) also suggest that teachers need to learn how to build on students' diverse cultural contributions and simultaneously strengthen their intercultural understanding. In other words, according to Gonzalez and Darling-Hammond (2000), students and teachers become a learning community where both stakeholders learn from each other. Consequently, the two researchers emphasize the importance of simulation games. Cohen and Bradley (1977) expand on Gonzalez and Darling-Hammond's (2000) recommendation on the use of simulation games by suggesting that these specific ESOL training techniques allow teachers to experience certain challenging events prior to experiencing them in real life situations. Cohen and Bradley (1977) maintain that simulation games have the potential to prepare teachers

to confidently face eventual disastrous life realities. Gonzalez and Darling-Hammond (2000) conclude that “Building teacher preparation programs and school learning communities that provide these kinds of opportunities for language teachers is one of the most important investments that society can make in the education of immigrant youth” (p.4).

### *Role of Professional Development Trainers*

The findings showed that the participants are convinced that ESOL training and college ESOL courses positively impacted their attitudes toward teaching non-native English speakers in their general education classes. Nonetheless, because the eight participants had difficulty conveying which specific ESOL training assisted in holding favorable dispositions toward teaching mainstreamed ESOL students, trainers should consider revamping the professional development workshop approach. They need to make them more relevant to the numerous challenges that teachers, nowadays, face in multicultural classrooms. Acknowledging the rapid rate of immigrant students who are entering the U.S. on a daily basis and providing some suggestions on how to better understand the cultural contributions of those immigrant students is a step toward admitting that teachers are currently facing some enormous issues as they manage to educate students in heterogeneous classrooms.

Trainers need to continuously tailor and present ESOL workshops that will encourage teachers to nurture a more positive disposition toward teaching mainstreamed ESOL students by providing self-evaluating questions and assisting



teachers to examine their perceptions and views via writing reflective journals.

Trainers can also orchestrate sincere cultural dialogue since honest exchange can be very instrumental in building mutual accord and stronger intercultural understanding. People from different cultures are usually amazed by their interrelatedness and later realize that we all have more in common than speculated. In sum, professional development trainers need to be creative and meticulous in their approaches as they reorient in-service or pre-service teachers to evaluate or redefine the attitudes and dispositions that they hold concerning teaching former ESOL students.

Trainers need to craft specific ESOL training workshops for veteran teachers who are exempt from attending the school districts' mandatory ESOL workshops. The policy makers and the legislators need to revisit the ESOL grandfathering exemption clauses since it is a disservice to the current student population that veteran teachers are charged to teach. This current study's findings reveal major existing gaps between teachers' perceived and demonstrated knowledge. All ESOL grandfathered teachers who have been exempted from the META Decree agreement need to attend some seminars periodically to rejuvenate their multicultural knowledge repertoire. Knowledge does evolve. The younger participating teachers described how they managed to strengthen their skills and enhanced their overall dispositions toward teaching diverse populations.

The findings also reveal that the younger teachers' learning experience is an ongoing process. Some teachers explained that their primary interacting skills and attitudes with former ESOL students were very limited and poor. Six participants

conveyed that they enriched their knowledge repertoire by taking additional college courses, attending various multicultural workshops, reading, and discussing newly acquired information. In sum, the findings substantiate the fact that the six non-grandfathered teachers' knowledge base evolved since they personally took an active role in advancing their professional skills. On the other hand, veteran teachers should not have their knowledge base limited by laws and statutes. They need to have the opportunity to refresh their prior knowledge so they can nurture positive attitudes as they teach current ethnically and linguistically diverse students in their general education language arts classrooms.

### *Specific ESOL Training*

The case study results clearly delineate that there is a dire need for trainers to design specific workshops that may help veteran teachers in mastering specific ESOL strategies. The findings show that the two grandfathered teachers are very detached and distant in their teaching approaches. Based on the premise that there is a strong relationship between self-confidence and personal disposition, if teachers are equipped with the right skills and proper knowledge about teaching diverse students, their personal attitudes may be enhanced. It is vital that trainers develop some simulation games and scenarios to assist current teachers in comprehending various successful strategies that help enhance the learning process of our diverse learners. Limiting teachers from acquiring additional knowledge contradicts the true essence of

knowledge. They are no longer challenged to be creative and try effective new pedagogical approaches.

Based on the findings, the majority of the participants rated their efforts of sending communiqués in their students' primary languages as below average. In the same light of recommended training activities, trainers also need to focus on guiding teachers and K-12 school leaders to be proactive in their rapport with parents of immigrant students. Many of our immigrant parents are not English speakers and, as a result, some parents are completely excluded from the educational process of their students. The self-assessment checklist reveals the participating teachers' lack of efforts of sending memos to immigrant parents in their native languages. This major finding calls on school leaders, teachers, community leaders, and parents to work collaboratively to eliminate communication barriers. All stakeholders should dialogue aiming to find volunteers and ways to translate generic memos and communiqués in all of their students' primary languages. Our public schools are one of the greatest assets in our communities. They educate and prepare students to succeed in this competitive world, and the schools also serve as social bridges among parents, students, and communities. It is extremely critical that all entities are involved to reassure the learning process of all students.

### *Multicultural Materials*

Lastly, a portion of the current study's results are mainly substantiated by the 110 minutes of classroom observation of each participant. The findings reveal that

none of the eight participating teachers supplement their teaching resources with multicultural materials. Consequently, this specific lack of multicultural material usage highlights the critical need for trainers to draw teachers' attention to the importance of supplementing their lessons with multicultural resources. If students can identify with personalities of their own cultures, the lessons will naturally become more meaningful for them. The discussions will be more conducive toward learning (Banks, 1996).

People, in general, tend to take at heart issues that they can relate to. Teacher and student interaction will also be enhanced. The students will feel that the teachers care by selecting supplementary materials including people that positively represent their cultural heritage. The teachers, on the other hand, will feel gratified as they empower their students by validating their cultural identity. In turn, trainers can develop multicultural criteria for selection of supplementary materials. This can be achieved by having expert teachers contributing their views and successful practices. It is crucial that trainers acknowledge the expert teachers' perspectives and approaches. Too often, trainers have been removed from the classroom for such a prolonged time that they may have lost touch with the dogmatic aspects of teaching in a multicultural classroom. It will be wise for staff development trainers to consult and dialogue with current successful classroom teachers to be imbued with the current issues that classroom teachers presently encounter.

### *Role of Teacher Education Programs*

The data analysis reveals that of the eight participants, only three teachers use thematic approaches to teach their lessons. This valuable finding calls on the universities' leaders to seriously re-examine current teacher education programs. Gonzalez and Darling-Hammond (2000) maintain that traditional teacher education programs tend to ignore the unique essentials that exist during the process of acquiring an additional language. In other words, the two researchers invite teacher education programs to strive in preparing new teachers to conceptualize the social, cultural, political, and emotional aspects of teaching non-native English speakers.

Gonzalez and Darling-Hammond (2000) consider the Cross-cultural Language and Academic Development Program (CLAD) at San Diego State University an exemplary program. The CLAD program comprises five dimensions:

- Cultural awareness refers to the elements of educating diverse populations.
- Theoretical knowledge focuses on teaching the influences of attitudes and motivations of learning. This tenet stresses the philosophical aspects of first and second language learning experience.
- Content knowledge ensures that pre-service teachers had already obtained a bachelor degree in an academic domain prior to be enrolling in the teacher program. Knowledge of pedagogical methods revolves around empowering pre-service teachers with all types of effective ESOL strategies so all new teachers may be equipped to teach in a diverse classroom.

- Fieldwork requires that all pre-service teachers are granted opportunities to experience real life teaching experiences prior to being assigned to a classroom as teachers.

Expanding on Gomez and Darling-Hammond's (2000) perspectives, it would also be helpful if there were an international club on most university campuses to create a platform where students can critically reflect and experience profound international exchanges. Learning to objectively address and provide recommendations to solve global issues can increase one's awareness and heighten one's cultural knowledge, skills and attitudes.

While the participating teachers convey that learning a foreign language has some positive influence on the way they perceive mainstreamed ESOL students in their general education classrooms, it is mandatory for pre-service teachers in Florida's public universities to complete some foreign language courses, it would have been wise and beneficial for all pre-service teachers at the private institutions to complete some foreign language courses as well. All pre-service teachers should have an opportunity to experience the language learning phenomenon that ESOL students face as they strive to master the English language in U.S. schools. As pre-service teachers make any attempt to comprehend the language-learning concept, they would also learn to become more empathetic and more empowering. Therefore, as pre-service teachers make the efforts to acquire a new language, they will obtain an in-depth understanding of the actual process of language acquisition and cultural adjustment. Most importantly, pre-service teachers will learn to perceive ESOL

students in a more positive light as they walk in their shoes. "Learning another language opens up access to other value systems and ways of interpreting the world, encouraging inter-cultural understanding and helping reduce xenophobia" (UNESCO 2003, p. 17).

Another valuable aspect for requiring that all pre-service teachers enroll in foreign language classes is that teachers will be afforded an opportunity to expand their multicultural knowledge. The more they learn about a specific language, the more they will learn about the respective culture as well. For instance, if a pre-service teacher is learning Italian, that teacher will, inevitably, learn about the types of foods Italian people eat and the types of music they prefer. In addition to the acquired surface cultural elements, the language learner may experience in-depth attitudinal change. A prime internal change may be the individual learner's interacting style with people from different cultures. The true essence of learning a language is that it naturally evolves. The more they would learn another language, the more they would immerse themselves into another culture. In other words, learning a foreign language is empowering. Pre-service teachers will be equipped to enrich their cross-cultural knowledge base and enhance their affective behaviors. A prime example can be empathy. As pre-service teachers learn to empathize with another ethnic group, they would also experience the cultural adaptation process that U.S. immigrants must undergo as they assimilate into the American culture.

Another dimension of teacher education programs that can also be enhanced is the internship phase. While it is required for an intern in the state of Florida to work

under the tutelage of an ESOL endorsed teacher during his or her internship period, it would be prudent that the intern understands the importance of being placed in a heterogeneous school since our schools are very diverse nowadays. Too often, students wish to stay in their own cultural circle. For instance, a Caucasian pre-service teacher may wish to intern in a predominantly white school so as not to undergo any cultural adjustment. Some words of wisdom will be for the internship coordinators to be transformational in their approach as they decide with the future teachers their internship sites. The field experience should be meaningful for the interns to generate personal and emotional growth and be prepared to empower the increasingly diverse student population in the classrooms.

The case study findings reveal that teachers who had significant multicultural exposure tend to hold a more favorable attitude toward teaching mainstreamed ESOL students in their general education language arts classrooms. Therefore, the final words of recommendation for the teacher education program lies in the fact that the new teachers should be afforded at least one opportunity to benefit from a cultural immersion program. Many previous research studies including Mahan and Rains (1990) support the notion that cultural immersion projects have the potential to help teachers in their self-transformational process. A pre-service teacher's attitude can be altered or renewed by the simple fact that he or she cannot communicate in the language of an outside country. This experience alone can help enhance that teacher's level of empathy. Undergoing some cultural adjustment, on a personal standpoint, will afford an individual the understanding necessary to relate and understand someone



else's cultural adaptation process. Cultural immersion programs or simulation games seem to be able to transcend the knowledge that one may acquire from taking a cultural course or even reading a cultural book. It is valuable, therefore, for universities to initiate cultural immersion projects and simulation games to assist future teachers in attaining a new ethos of empathy, global literacy, and cross-cultural understanding. Also, the future teachers will be more equipped to teach and empower the future leaders of this great nation and world to succeed.

### Recommendations for Further Research

Five strands of further investigation evolved as a result of this study. The content and the kinds of specific ESOL training can play a major role in facilitating mainstream teachers to hold a favorable attitude and, therefore, merit further study. There is a need for the pre-service and in-service training institution to re-evaluate the specific ESOL training curriculum. Most participants expressed the willingness to enrich their knowledge base. They are not satisfied with the current content and delivery of specific ESOL training that they receive from the school district. One of the teachers suggested that specific ESOL training should entail some objectives related to cross-cultural understanding. Further investigation that could address the influence of different styles of training can have on mainstream teachers' attitudes could advance the body of knowledge by providing additional perspectives about the types of ESOL training that can contribute to general education teachers' attitudes. Another dimension to be researched is the specific influence of cultural immersion

programs. Specific immersion programs can greatly contribute to mainstream teachers' attitudes. The teachers' attitudes, in this study, are being impacted by various kinds of cultural contacts. Future studies should emphasize the aspects of certain immersion programs that can be significantly conducive to a more favorable attitude among general education teachers who teach mainstreamed ESOL students.

While certain topics of studies evoke qualitative findings that allow researchers to enter the participants' world, quantifying the results of this current research study could also add some new perspectives. Conducting a quantitative inquiry to determine what types of multicultural training contribute most to teachers' positive attitude could be significant in the scholarly community.

Conducting an experimental design study to determine whether or not there is a correlation between teacher attitude and student academic success would provide innovative frameworks for staff development trainers to rethink their theoretical and practical applications.

A final suggestion for further study is to evaluate the ESOL grandfathered teachers' levels of expertise. The state's Department of Education needs to conduct a needs assessment to determine what types of training that ESOL grandfathered teachers in Florida desire to obtain in order to enhance their overall dispositions toward teaching mainstreamed ESOL students. The findings could help facilitate a deeper understanding towards the role specific ESOL training plays with regard to ESOL grandfathered teachers' attitudes who teach mainstreamed ESOL students.

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## APPENDIXES

## APPENDIX A

### Demographic Characteristic Questionnaire

## DEMOGRAPHIC CHARACTERISTIC QUESTIONNAIRE

- A. Ethnicity: \_\_\_\_\_
- B. Years of teaching experience: \_\_\_\_\_
- C. Teaching discipline: \_\_\_\_\_
- D. Grade level currently taught: \_\_\_\_\_
- E. Classroom population:
- |                        |                 |                          |
|------------------------|-----------------|--------------------------|
| _____ African American | _____ Caucasian | _____ Hispanic           |
| _____ Haitian          | _____ Asian     | _____ Other Ethnic Group |
- F. Highest degree earned: Bachelor \_\_\_\_\_ Masters \_\_\_\_\_
- Beyond Masters \_\_\_\_\_
- G. Gender \_\_\_\_\_
- H. School in which most experience was obtained:
- |             |                |                  |
|-------------|----------------|------------------|
| Rural _____ | Suburban _____ | Inner city _____ |
|-------------|----------------|------------------|

## APPENDIX B

### Classroom Teacher's Self-assessment Checklist

## CLASSROOM TEACHER'S SELF-ASSESSMENT CHECKLIST

Source: (Grant & Sleeter, 1989, p. 155, 156).

On a scale from 1 to 5, please rank these statements by *circling* 1 as the lowest score and **5** as the highest score.

1. To what extent do you consider affirming human diversity a top priority for your teaching?  
1      2      3      4      5
2. To what extent do visuals (charts, pictures, and so on) reflect race, gender, and handicap diversity in a non-stereotypic manner?  
1      2      3      4      5
3. To what extent do your regular instructional materials include people who differ by race, sex, class, and handicap in a non-stereotypic manner?  
1      2      3      4      5
4. To what extent do resource materials do this?  
1      2      3      4      5
5. To what extent does your plan for selecting materials include multicultural education criteria?  
1      2      3      4      5
6. To what extent do your daily lessons reflect human diversity?  
1      2      3      4      5
7. To what extent do your long-range curriculum plans promote multiculturalism?  
1      2      3      4      5
8. To what extent do you use resource people of various race and social-class backgrounds, of both sexes, and who may be disabled other than on special occasions?  
1      2      3      4      5
9. To what extent do you use different strategies to teach students with different learning styles and skill levels?  
1      2      3      4      5
10. To what extent do your teaching strategies promote active learning and critical thinking?  
1      2      3      4      5



11. To what extent do you set and maintain high expectations for all students?

1      2      3      4      5

12. To what extent is nonsexist language used?

1      2      3      4      5

13. To what extent do grading and grouping practices encourage and reward success for all students equally?

1      2      3      4      5

14. To what extent do your tests reflect sensitivity to multicultural education?

1      2      3      4      5

15. To what extent do plans for "special event" celebrations reflect diversity based on race, ethnicity, religion, or gender?

1      2      3      4      5

16. To what extent do you try actively to communicate with parents, especially those who are of lower class or minority background?

1      2      3      4      5

17. To what extent are notices sent home in the parents' language(s)?

1      2      3      4      5

<p><i>Note: Written permission was obtained from the publisher.</i></p>
-------------------------------------------------------------------------

## APPENDIX C

### Questionnaire

## QUESTIONNAIRE

### *Educational Experience*

1. What are some of your previous educational experiences that you think contribute to your attitudes toward teaching ESOL students?
2. (a) Reflecting upon the **challenges** of your teaching career, if you could have done anything differently, what would that be?
2. (b) Reflecting upon the **rewards** of your teaching career, if you could have done anything differently, what would that be?
3. Why do you teach ESOL students?

### *Specific ESOL Training*

1. Can you describe some effective staff development trainings that help enhance your personal attitude concerning teaching the ESOL students?
2. Prior to teaching the ESOL students, did you have any significant multicultural exposure and/or interaction? (I. e., interning in a multicultural setting; taking a foreign language course; attending some ESOL training workshops; participating in a cultural immersion program; reading some cultural books)
3. (a) What would be your suggestions to a mainstream teacher who teaches in a multicultural classroom and who lack of some “soft skills” i.e., multicultural sensitivity, empathy, non-verbal communication and so forth?
4. How did you complete the META Consent’s required training and courses?

### *Personal Contact with Diverse Culture*

1. Describe your multicultural upbringing and experiences. Elaborate on some of your challenges and successes.
2. Have you ever experienced discrimination in your life? How did you respond to these acts?
  - a. In school
  - b. Social life
  - c. Career

3. Are there any personal or professional past experiences that have an effect on the way you perceive and treat ESOL students?

*(A) Teacher Attitude in relation to prior contact with ESOL student*

1. How do you feel about teaching ESOL students in your mainstream classroom?
2. Do you prefer to teach a certain specific ethnic group? Please explain why or why not.
3. Describe for me one of your memorable events as you were teaching ESOL students.
4. Describe for me one of your disappointing moments as you were teaching ESOL students.

*(B) Teacher Attitude*

*Scenario 1:* Assuming that your principal decides to assign 5 to 7 newly mainstream ESOL students in each of your classes, how would you explain your reaction?

1. "Very delighted"
2. "Somewhat delighted"
3. "Neutral"
4. "Not too delighted"
5. "Not at all delighted"

*Scenario 2:* Please explain your overall feeling concerning teaching the ESOL students.

1. "Super excited"
2. "Okay"
3. "Neutral"
4. "Somewhat okay"
5. "Not Okay"

Note: These two multiple choice questions are very parallel to the two questions that Youngs & Youngs (2001, p. 108) used to assess the mainstream teachers' attitudes concerning teaching the ESOL students. Consequently, the researcher will use these two questions to evaluate mainstream teachers' attitudes in relation to their general life experiences.

## APPENDIX D

### Consent Form

## INFORMED CONSENT

You have been asked to participate in a research study by Aurora Francois, a doctoral student in the College of Education program at Lynn University, Boca Raton, Florida. This inquiry involves understanding high school mainstream teachers' attitudes concerning teaching the linguistically and culturally diverse students. The ultimate aim is to capture the essence of the possible factors that contribute to mainstream teachers' attitudes with regard to teaching ESOL students. The findings can then be added to the body of the scholarly community. You have been selected because you meet the criteria and have indicated an interest in participating in this research endeavor.

The study involves a demographic characteristic questionnaire, a teacher's classroom self-assessment checklist, an interview and two classroom observations. The interview questions will consist of semi-structured questions about your educational experience, attended ESOL training, previous cultural experiences and your overall disposition about teaching ESOL students. Once the analysis for the classroom observations and the checklist is completed, you will be contacted to review the analysis for accuracy and, simultaneously, confirm a scheduled date for the interview. Following the transcription of the interviewing notes, there will be a follow-up meeting to confirm the accuracy of your articulated statements. The total participation time involved will be approximately two hours.

Your disclosed information will be kept strictly confidential. The transcription of the responses and the classroom observation will be coded with a pseudonym to protect your identity. Reports of this research will not include any identifiable data. The overall results of the research will be published in a doctoral dissertation as well as other possible venues (i. e., professional journal). Additionally, Lynn University's Institutional Review Board has reviewed and authorized the protocols and materials related to conduct this study.

One of the foreseeable confidentiality issues has to do with the categorization of participants' respective backgrounds such as genders and ethnicities in the analysis and findings sections of the study, other staff members may be able to easily identify the actual participants of this research. As a way to address this potential risk, the researcher will observe the rules of confidentiality and assign a fictitious name to you and all other participants. Consequently, the benefits of this study will outweigh the risks of this study. As a participant, you will have the opportunity to articulate your perspectives and contribute your insights. However, if you shall have any concerns or questions, the researcher is available by phone [REDACTED] for contact any time during this research. Additionally, you may withdraw from this study at any time without any undisclosed excuses and explanations. Should you withdraw, your data will be eliminated from the study and will be discarded. If you do participate, your data will be coded to protect your identity and confidentiality and kept in a locked file cabinet at the researcher's home for a five years time frame. Following that five years period, your data will be destroyed. There is no financial compensation for participating in this study.

Upon request, a copy of the final research analysis will be provided to you at the conclusion of the research. If you have any questions about any aspect of this study or your participation, feel free to contact the researcher at [REDACTED] or Dr. Cheryl Serrano, Dissertation Committee Chairperson, Lynn University, at [REDACTED].

Two copies of this informed consent have been provided. Please sign both indicating you have read, understood, and agreed to participate in this research. Please return one copy to the researcher and keep the other one for your files.

Name of Participant (please print)	Telephone Number
Signature of Participant	Date
Aurora Francois, Researcher	Date

## APPENDIX E

### Classroom Observation Protocol

## Classroom Observation Protocol

### *Classroom Teacher's Self-assessment Questionnaire*

*Source: (Grant & Sleeter, 1989, p. 155, 156)*

Date    /    /         Subject Area                                 Grade Level       

Student Population             Mainstream Students             ESOL Students       

       African American             Caucasian             Hispanic             Haitian             Others

Yes	No	CLASSROOM OBSERVATION INDICATOR
		<b>CLASSROOM ORGANIZATION</b> 1. The teacher uses visuals (charts, pictures and so on) that reflect race, ethnicity and gender in a non-stereotypic manner.
		<b>ESOL STRATEGY</b> 2. The teacher's selected materials include multicultural education criteria. 3. The teacher uses cooperative grouping.
		<b>MODE OF DELIVERY</b> 4. The teacher's lesson reflects human diversity.
		5. The teacher uses different strategies to teach students with different learning styles and skill levels.
		6. The teacher provides grouping practices to encourage success for all students equally.
		<b>TEACHER-STUDENT INTERACTION</b> 7. The teacher communicates high expectations and displays respect for all students.
		8. The teacher encourages all students to participate in class activities.
		9. The teacher reacts the same way to all students' feedback and answers.
		<b>TEACHER NON-VERBAL COMMUNICATION</b> 10. The teacher's facial demeanor stays the same at all times.
		11. The teacher's voice tonality stays the same at all times.
		12. The teacher appears to treat all students in a dignified way regardless of their ethnicities.
		13. The teacher appears to be appreciative of all students' presence and effort.
		14. The teacher seems to relate well with all students.
		15. The teacher projects positive body language when responding to students' questions or comments.
NOTES:		



## APPENDIX F

### Publisher's Permission Letter



PERMISSIONS DEPARTMENT  
111 River Street  
Hoboken, NJ 07030

TEL [REDACTED]  
FAX [REDACTED]

January 24, 2003

Ms. Aurora Francois  
[REDACTED]  
[REDACTED]

VIA FACSIMILE: 561 499 0761

Dear Ms. Francois:

RE: Your January 23, 2003 request for permission to republish pages 155-157 from Grant/TURNING ON LEARNING: FIVE APPROACHES FOR MULTICULTURAL TEACHING PLANS FOR RACE, CLASS, GENDER AND DISABILITY, 3e (ISBN: 0471391433). This material will appear in your forthcoming dissertation, to be published by Lynn University in 2003.

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Sincerely,  
[REDACTED]

Patience Goldwelder  
Senior Permissions Assistant

Thesis 1-03.doc

SIT OUR WEBSITE @ "HTTP://WWW.WILEY.COM/ABOUT/PERMISSIONS" FOR PERMISSIONS INFORMATION AND REQUEST FORMS

## APPENDIX G

### School District Approval Letter



THE SCHOOL DISTRICT OF  
PALM BEACH COUNTY, FLORIDA

RESEARCH, EVALUATION, AND ACCOUNTABILITY  
3370 FOREST HILL BOULEVARD, B-202  
WEST PALM BEACH, FL 33406-5871

(561) 434-8850 FAX: (561) 434-8736

ARTHUR C. JOHNSON, Ph.D.  
SUPERINTENDENT

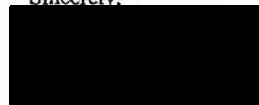
February 20, 2003

Karen Casey-Acevedo, Chair  
Institutional Review Board  
Lynn University  
3601 North Military Trail  
Boca Raton, FL 33431-5598

Dear Ms. Acevedo:

The School District of Palm Beach County procedures only require an employee to submit an application to conduct research when the data-gathering activity is outside their job function. As a teacher at Lake Worth High School, Aurora Francios, is authorized to conduct her study about Analyzing the High School Teacher's Attitude Towards Multicultural Education, once it is approved by Lynn University's Institutional Review Board.

Sincerely,



Marc Baron, Ph.D.  
Director  
Research, Evaluation, and Accountability

MB:bls

c: ✓Aurora Francios

L:\Research Requests\FY03\Aurora Francios.doc

AN EQUAL OPPORTUNITY EMPLOYER

## APPENDIX H

### Influence of General Education Language Arts Teachers' Previous Educational Experience

## THE INFLUENCE OF GENERAL EDUCATION TEACHERS' PREVIOUS EDUCATIONAL EXPERIENCE

Within-Case Analysis Analyzing Language Arts Teachers' Previous Educational Experience in Relation to Teaching Mainstreamed ESOL Students in their General Education Classes

Constructs	Comments
College/ University Courses and Workshop Training	<p>"When I went back to the university doing my Masters Degree in Education, we had a lot of courses related to that."</p> <p>"Taking ESOL classes at Florida Atlantic University taught me how to better interact with my students."</p> <p>"Attending a predominantly Black College enabled me to understand a minority in a class...The shoe was put in the other foot..."</p> <p>"I, myself, went to a predominantly White college and I was the only individual who didn't look like everybody else...So I took that experience and I bring it to the table with my ESOL students to let them understand that I know what's going on..."</p> <p>"I learned about TPR (Total Physical Response) in a course I took at the district level and I found it beneficial for all low level learners."</p> <p>"My college training help me understand the fact when students are being labeled or alienated as ESOL students. I was the only African-American woman in my classes."</p> <p>"I'm completing my Masters Degree...Hmm, before, I didn't understand ESOL students. I didn't understand where they're coming from... By going to school, I gain a lot of insights about different cultures and groups of students and I know how to perceive them and treat them now."</p>
Internship	<p>"During my internship, I had the opportunity to work with students of diverse background and that experience really helped to understand them better."</p>
Learning on the Job	<p>"Hmm, my first year teaching was my very first year in Florida and that was definitely an experience on its own."</p> <p>"I taught an ESOL class the past summer."</p> <p>"Until I came to Florida, I had no experience of whatsoever...As I started teaching ESOL students, it has been an education for me too."</p>
Reading of Cultural Book	<p>"We did a lot of Reading."</p>

Other	<p>"We had to visit and see urban schools, rural schools, large schools and so forth.... So going to places to observe the diversity that existed in other places was certainly part of my attitude, you know, some types of building process."</p>
Challenge/Regret	<p>"I would not have gotten involved in extra curricular activities aspects of my teaching job... Because it really takes 90% of my energy and makes my English instruction suffers." I think I should have been more involved in things like curriculum." "Taking additional ESOL classes at F.A.U would help lessen some of the challenges that I have in class." "I could have probably learned to become fluent in a new language so I could communicate with my ESOL students." Taking some more ESOL courses and familiarize myself with different cross-cultural classes." "You know, I had some difficulties during my first year of teaching...I was not prepared at all. I was never told that it was not appropriate to not tell them that they are not allow to speak their languages..." "Trying to get through to these students who have not been to school before and deal with students who were functionally illiterate...My days of training was high school and Junior high English...Hmm, but I was never trained to teach writing and stating with the alphabet." "I really wanted to learn Spanish but I didn't have the money." "I should have warmed up to my students more."</p>
Reward	<p>"They see all different sides of me and it actually helps with my content are instruction." "...So I took a risk and went out there recruiting kids that weren't traditionally recruited to work on school newspaper and I can't see wanting to change those kinds of things. Really working and challenging those kids had been inspiring for me..." "Educating myself more" "Getting that scholarship to complete my masters in Multicultural Education." "My rewards are when my ESOL students can smile and give high five" "I had a superb student from Haiti who used to stay after school with me to help me with the other students...He went on into college on some scholarship..." "I'm pretty happy with the ways thing are..." One ESOL student decided last year and came to me and said</p>

	Miss... I want to change...And specific child turn around and will be graduating in few days from a vocational school."
Motivation	<p>"Well, they need to learn and I'm here to teach..."</p> <p>"There's nothing like working with students who would bring a complete different backgrounds and perspectives to things...I like that part of interaction..."</p> <p>"I think it's necessary, America is diverse and in the classroom your teaching style must be diverse."</p> <p>"Because I have some experience now and I have some training and I hope that I can help shape their experience now. I really love them and I learn from them."</p> <p>"Hmm, I just like to teach diverse group of students."</p> <p>"Well, first of all, it's not that I have a choice. But I don't think I would object to it at all! I think by having different perspectives and backgrounds make the class far more interesting. The greater varieties of backgrounds we have, the greater of variety of attitudes and opinions and certainly bring much more to the discussions than if we have a completely homogeneous group."</p>



## APPENDIX I

### Role of Specific ESOL Training

## THE ROLE OF SPECIFIC ESOL TRAINING

Within-Case Analysis Analyzing Language Arts Teachers' Specific ESOL Training in Relation to Teaching Mainstreamed ESOL Students in their General Education Classes

Staff Development Training	<p>"We ran a preschool workshop for the secondary English teachers in this district ...I got to interview two Latino studies experts... That was a great experience for me ...It's not something that we experience in college classrooms."</p> <p>"The ESOL courses that I am required to take..."</p> <p>"As I was completing my required five courses, the classroom discussions were very helpful...Anything you know...how kids look at time to how kids are going to respond to discipline in the classroom."</p> <p>"I think the courses at F.A.U. have been the most helpful. I found most interesting in the textbooks that I was assigned to read...In some cultures, some kids don't look adults and elders in the eyes...."</p> <p>The school district made clear that it is mandated that we incorporate the ESOL modifications and strategies but I can't say that I've been to any specific training."</p> <p>"No, we don't! We really don't receive any effective ESOL training..."</p> <p>"I was grand-fathered. I took a class at the district level and it dealt with different strategies that we can use in the classroom."</p> <p>"I cannot single one out. Perhaps, the reading workshop's techniques were somewhat helpful."</p> <p>"Hmm, not specifically in ESOL... I was grand-fathered in...Probably 15 years ago, we did some studies and it was important to learn about some of the cultures ..."</p>
META' s Requirement	<p>"The county, I think, was in its transition phase when I started. They were originally offering them through the county's classes and then they switched through the university level..."</p> <p>"I have not finished. I took one course at the district level. I would need to finish them at the university level."</p> <p>"I've completed my Methods and my Linguistics courses, I have three more to go at Nova University."</p> <p>I got a grant and I am taking them at F.A.U. They are very helpful. All teachers should be taking those courses."</p> <p>"Well, I took a certain number of multicultural courses for my bachelor degree and when I went back for my teacher</p>

	<p>certification, I think I took 3 more. I am doing "Methods" now and my next course "Linguistics" I find them helpful but there is a lot of repetition in the courses. If they could condense some components of the 5 courses, they could have been more effective... They help me in making learning more relevant to students' daily lives..."</p> <p>"I got little bit lucky, I was grandfathered then."</p> <p>I was grandfathered. But I had to attend many workshops at the county level."</p>
Significant Multicultural Exposure/Interaction	<p>"I start traveling when I started teaching and I find myself in these situations..."</p> <p>"So many authors that I read are authors from another cultures."</p> <p>"I took two languages in high school and I took French and Spanish and that was helpful. Then I took Spanish in high school like I said I went FAMU that experience definitely helped me with my multicultural experience."</p> <p>" Yes, I interned hmm, in a high school down in ...there was a large Haitian population. It was just very diverse. Hmm, that was extremely helpful. I've learned socio-economic and I also started to learn about different cultures...That was a great experience and I rethought everything..."</p> <p>"Well, I took three years of French in High school and I also took two years of Spanish in college..."</p> <p>"I took a foreign language course. I took Spanish in high school. When I moved to college, I took Spanish 1, 2, and 3 in college..."</p> <p>"Hmm, yes, I took French for four years when I was in high school and I also went to France. Plus I find myself using those courses once in while...I attended a historically Black university. There is an international program and we had to do events that welcome all types of people..."</p> <p>"I led the multicultural fair... And we did multicultural settings for all over the world and it was a huge fair. And I have friends from all cultures and I find that very interesting. I read a lot about different cultural backgrounds..."</p> <p>"Hmm, actually before I came to Florida, I had nothing...We had some migrants who spoke no English and would move away after a period of time. But at that time I was in the Art Department and I was really proud when I was able to explain and demonstrate to migrant students. So it was a very slight exposure and my really bad poorly learned high school's Spanish was almost useless..."</p>

<p>Teachers' Suggestions</p>	<p>"I would interact with my students...I would go to my peers who are from those cultures...have students write essays about their cultures and you can learn from them as well."</p> <p>"Learn to shut-up and listen and watch... Don't stop them from speaking their language. Let them express themselves... Be open-minded about it. Too many of us came-up with too much presumptions and assumptions about what we are going to see... Take advantage of your resources. This is South Florida. Go to places. Go to Delray, go to a local gallery, go to Miami. Go see what's out there. It might break few assumptions and barriers about what it is we're doing there. Last and foremost, sit and watch..."</p> <p>"I think number one thing is to be aware and be sensitive to the needs of the ESOL kids. Just learn to understand their needs. There are modifications that need to be made. You learn to put yourself into their shoes..."</p> <p>"I would say make yourself aware of the individual culture in the classroom. Really just be aware of where your students are coming from."</p> <p>"The first thing is education. We need to reflect because sometimes, we forget... For example, I talk very fast and that can be a problem for some students...so stop and reflect..."</p> <p>"I think every single teacher should be required to take the five endorsement classes... They can really learn about cultural sensitivity and how to treat the ESOL students. Ho to not single them out. That would help the ESOL students. And then there will be a higher success rate among the ESOL students."</p> <p>"My experience has been the number one rule: don't single them out! Don't make or allow them to feel "special" or "different."</p> <p>"They would need more training and understanding before they start teaching children of different cultures."</p>
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## APPENDIX J

### Influence of Personal Contact with Diverse Culture

## THE INFLUENCES OF PERSONAL CONTACT WITH DIVERSE CULTURE

Within-Case Analysis Analyzing Language Arts Teachers' Personal Contact with Diverse Culture in Relation to Teaching Mainstreamed ESOL Students in their General Education Classes

Multicultural Upbringing and Experience	<p>"Hmm, gosh, well... We're Russians and my mother is Irish. But because we moved so much... Let's see in California, Arizona and obviously, we met tons of Mexicans population out there, the Indians, when we were down here... In the migrant field, I also interacted with Hispanic individuals and little children. You're the only White family out there, you have to learn Spanish or you don't communicate. So it was a "do or die" situation. Me and my sister we all learned how to speak Spanish really young... Down South Miami, I really like... I like that sort of international feeling."</p> <p>"Okay, I grew up in an industrial blue collar city roughly 5,000 people. My grandparents all spoke French except one the Irish one. Even my parents spoke French but went to school for half day French and half day English. Although my parents speak the language, I never remember hearing them speak French. Only my grandmother spoke French to me. Even if somebody spoke French to my parents, they would answer in English. I really wish that wasn't the case... Periodically, when I go back to Quebec, I try to speak little French and they would laugh about the pronunciation. Hmm, I was lucky enough when I was growing up, my grandmother gave to one of my cousins a volume of our family history. Our family history goes back to the 1600's in Quebec. They were few African-Americans who were in the school. There weren't enough students to have some types of grouping group of students so therefore; it was you know somebody in the class. Someone was stereotyped as the athlete and the other was the brain trust..."</p> <p>"My early upbringing was not multicultural. ... And then when I was moved thru high school, you know, I started making new friends from other cultures and that kind of broaden my experience little bit. When I went into the homes and making contacts. And then when I went into college, that where I would say I definitely, I got to know more people from much larger diverse backgrounds. ... Going into college, I think it was a great experience. Just because I had so little experience in diversity and cultures and then to basically immerse in it was the great experience for me. Just to go and to realize that I could make friends exactly the same way I</p>
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	<p>had to make friends, you know, with people from my own culture..."</p> <p>"Growing up Ohio, I was sheltered, you don't have a multicultural. Stepping in Florida was a whole new world for me. By being sheltered, that was a major challenge I had to learn to open my eyes. Again through education, I learn a lot from the kids...The learning process itself is a success. The little step I've made is a success!"</p> <p>"I did not have any. Actually I'm being raised by a "gay mother" diversity... and that one of my huge reason for embracing diversity...."</p> <p>"Hmm, again in the Northern of Indiana... our idea of multicultural is that we have a large neighborhood of people of Italian descent. ...Hmm, other than that we were a homogeneous group that you can imagine."</p> <p>"Hmm, my upbringing wasn't multicultural. I grew up in a small fishing village in Maine and it was White Anglo-Saxon Protestants.... My multicultural upbringing didn't start until I went away to college. Again, I was that happy person who enjoys having different experience from different people. And I find my experience helpful since I am teaching in Florida."</p>
Being Discriminated and Responses to these Acts...	<p>Hmm, I can really say in my social life sometimes because of my weight.</p> <p>What would you tell to an ESOL student who feels that he or she has been discriminated upon?</p> <p>I think the first thing that I would do is to let the child know that he is not the only one. And that I have gone through it to and I can talk about me. I would give them some personal examples. As a teacher, I've gone thru some discriminatory treatment too. So you are not the only one and I would empathize with them..."</p> <p>"In school, because it was a big thing between Caucasian and African-American...I was only a junior in high school. And had to see there still a separate feeling. That really forced me to reflect and see how every individual has a different side in life..."</p> <p>"Ay first time I was Sadden... Since my mother is gay. When I was younger, the kids made fun of us wherever we go and even around the neighborhood we lived in. And I cried and it hurt me and it was not about me..."</p> <p>"I would say more on a socio-economic. Typically, I just rise above it. When we lived in Tennessee, we were discriminated against because we were outsider just by virtue of being not from the towns. Even though we were Whites...That was really an odd. We were accepted by several groups such as the Indians, the</p>



	<p>Mexicans and so forth... Based on my experience, you know, be strong...rise above it. Ultimately, it's that person that you need to feel sorry for because they gonna need to deal with this aspect of their lives. They're the one in need of sympathy. I would tell the ESOL kids to feel empowered and be glad. You don't think in that small narrow minded fashion."</p> <p>"Hmm, yeah, Another aspect of my life. I'm gay and I have my days with that. I don't talk about it at school. As I get older, I'm less; I'm definitely more open about it. But in this field, this is a difficult situation. Even with my own family, I didn't come out until recently and hmm, the experience that I had with my parents when I first started was not great. It was very difficult and it's funny that at this point I care less and less about keeping that to myself than I care not to. After your parents have hard time with it. Imagine anybody hurting you as much with that. But there is a lot of biases and lot of prejudices. There are people that I think if they knew, they would simply just have a different attitude about me and I find that amazing and I find that interesting. But the kids, you do deal with the everyday stuff, kids in my newspaper class they laugh at me because every time they got mad they go "stupid computer you must be "gay"" and I would go "Last I checked computers don't have a sexual orientation." It always makes them laugh. But you hear kids call each other names or make fun of someone who is gay and you just have to deal with it as you would any other discrimination, even though some things hit you on a personal level. I'm always clear about my position on treating anyone unfairly because of things like race or religion or ethnicity or whatever, so it is easy to include sexual orientation in that. I always try to let students know that I value who they are as a person, not those uncontrollable factors."</p> <p>"I have but you know...I guess, I was interned and I was named the successor of a black female. A week later, I was told that the interviewing process would begin. And a female African-American got the job later on...It hurts pretty badly. I was young and I thought that was the job that I had to have."</p>
The Influences of Personal or Professional past Experiences	<p>"Sure. I know I've learned a lot since I started teaching and all those things make me who I am now as a teacher. My own education and my life experiences are a part of that too. The kids have taught me an amazing amount of knowledge...more than classes or workshops."</p> <p>"I think working here with such a diverse population of students help me to better understand and know not just from my courses but from my students. Where they come from? What they have</p>



and don't have...I think that professional experience help me to be better. I get to know my students' learning styles and social styles..."

"I focus on the positive... By learning any little something makes me feel good. If I have to reflect on an issue little bit, it just makes me want to help them more. Again I learn fro the students. I know some of them are very disadvantaged..."

"Professionally, you know my background and the course that I've completed definitely affect the way I perceive and treat my ESOL students. Since I know where they are coming from. Also, I was in Daytona Beach and it was Spring break and I had a flat tire in the middle of a huge road and I had to walk in the middle of a crowd of Black people and people yell at me and they were mad at me. And it affects the way I am so I learn to teach all my students to appreciate all different kinds of people..."

"Hmm, personally, I know how it feels to be an outcast, I know how it feels to be different. Hmm, on a professional level, hmm, I hmm tend to treat them just like I would treat anyone else. You know, I always keep in mind that there is language barrier...And sometimes, I ask them to teach me as well and that connect us because I show them that I'm also interested in their own cultures and that they are important to me."

"I don't favor them... I don't disfavor them...But I am available to them. In terms of extra help, if they need extra help, I let them come early in the morning...And I do that for all students."

"No, I just assume the best until I have reasons otherwise. There's no reason to think that ESOL students are any different."

## APPENDIX K

### Influence of Previous Contact with ESOL Students

## THE INFLUENCES OF PREVIOUS CONTACT WITH ESOL STUDENTS

### Within-Case Analysis Analyzing Language Arts Teachers' Attitudes in Relation to Teaching ESOL Students in their General Education Classes

Feeling about Teaching ESOL Students	<p>"I have no problem with it of whatsoever. We have an ESOL program that's trying to empower these ESOL to mainstream into regular classes. I just make sure I understand all the modifications that are to be followed... No real big challenges, for instance, they may not pronounce something properly and in that case, I would correct them and move ....</p> <p>"Actually, it's an honor! I enjoy it... The reason why, they provide a level of vivacity. They provide a warm learning atmosphere. I think that the majority of ESOL students take their educational process a bit more seriously. They enjoy it and they make you want to teach..."</p> <p>"One girl is in my Advance Placement (AP) class. She 's of Hispanic origin. She is incredible. But I don't have any different feeling toward her...I 'm proud of her. She works so hard to get to this level..."</p> <p>"Like I said, It's great to have great variety of views and opinions!"</p> <p>"I enjoy it. I would say 100% of positive experience...Kids bring-in different attitudes, aspects, and perspectives to the class...Also, by using ESOL strategies makes me a better teacher. They remind me to place a lot of visuals when I'm teaching certain concepts. Those strategies are good for all students.</p> <p>"I think they think differently. They might not express it the same fashion but their ways of thinking."</p> <p>" My ESOL students are a great resource in the class in terms of things like sharing culture and a different perspective. That is important because that is a large part of teaching literature. I love that as a teacher I can use that as a resource. I don't have a problem with the use of another language in my classroom...Another good thing about teaching ESOL kids is that sometimes you see more growth."</p>
Preferences of Ethnic Groups	<p>"No, not really. I've had kids from all over the map...I always figure that no matter what culture a kid comes from they have something to offer to me and my class. I think I would find it boring to work with only one group of kids, no matter how you choose to separate them."</p> <p>"Yes, as an English teacher, I prefer to teach Level 1 and Level 2... In other words, I prefer to teach those students who are mainstream and ESOL students who may be low in their reading abilities...and</p>

	<p>they are my little babies who I put under my wings to help them pass the FCAT.”</p> <p>“I prefer “Honors” and that’s not ethnic group. I think their range of thoughts is beyond the normal students’.”</p> <p>“I prefer the Haitian students because they work so hard. They respect you and they willing, you know to do the work. They want to be a part of the classroom and part of the school... I prefer not to teach the Mexican males, they don’t want to be here and they don’t want to do any work....”</p> <p>“Definitely not, I truly enjoy diversity. After growing and see the importance of diversity and tend to fully embrace diversity I want to teach my daughter that it’s all about diversity. I’ll become bored if I had to teach one specific group.”</p> <p>“I’m given a group of students and it’s my job to teach them. Like I said, I learn from them...”</p> <p>“I have no preferences of whatsoever. I’ve never known it to make a difference. It doesn’t matter at all.”</p> <p>“No, all people are people...They all need to be taught and educated.”</p>
Memorable Event/Affect	<p>“A Haitian female student she wasn’t the brightest student but she worked so hard to graduate and she was an inspiration...”</p> <p>“Some mainstream ESOL students who were just being mainstreamed... Hmm, by the fourth week into the first quarter, they were all four A students and leaders of the class...”</p> <p>“I think by trying to learn one of their languages and I would say something else and the kids would be laughing and say no Miss... it means something else. And I’ll say oops, I sorry.”</p> <p>“I have that student who loves to read and sometimes I have him switch from a very monotone voice to a very dramatic one. And it would be smiling by the time that he masters the deep voice. These little things are unforgettable...”</p> <p>“...there was a student I taught. I know that this student was very close to be gifted and I brought it up...”</p> <p>“ I like when a kid feels like they are contributing something to the class...I had a girl who’d only been here a couple of years and even though her English was still really developing. I recommended her for advanced since she was a great student of literature.”</p> <p>“Rey, an outstanding student who was upset with “Bs”. But his ideas of upset was how do I make that better? Not what did you do, but how can I make that better. Then to jump in and want to help other students made him an ideal student...”</p> <p>“I guess every day is memorable. The ESOL kids are very loving. They come and hug me and say hello...”</p>

<p>Disappointing Moment</p>	<p>"The one that you can't get through..."</p> <p>"I would say the most disappointing moments is when a child may have the potential and the language and comprehension is not there yet."</p> <p>"Yes, I can...the same gentleman, in the Honor classes, didn't turn something in. It was a big project. And he had figured out how to be lazy. And I was disappointed because he had a strong work ethic and he gave me an excuse..."</p> <p>"Yes, this girl in my class is pregnant and she comes in my class and touches her belly and says daddy, daddy, I don't know what this is all about. Hmm she's not coming to school any more... So I feel that she has been traumatized... I 'm concerned..."</p> <p>"Not really, except when a child is promising and decides to leave school. It breaks my heart!"</p> <p>"I tend not to draw into the negative... It bothers me when other teachers refer to those kids as "damn" if a teacher is not positive how can a kid be positive?"</p> <p>"I think the most disappointing moment was the fact that one my student who was very promising gave up..."</p> <p>"The hardest are when a student isn't successful. I always wonder if it was something I could have done better on...It is especially hard when you see a kid get caught up in the wrong things to try and acculturate or impress people or a student become a discipline concern because they are fighting the culture. Makes me want to tell them about all the good things about our culture..."</p>
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